

caut
acpu

BULLETIN

Carleton faculty vote for union

Carleton University Staff Association voted last month to amend its constitution, permitting it to seek certification before the Ontario Labour Relations Board.

In a referendum called by an overwhelming vote in January, the CUASA executive was authorized to submit to all CUASA members a series of constitutional changes before February 15, and with 292 members voting in favour of amendments (44 voted against, with ten spoiled ballots), the way has been cleared for a unionization drive at the university. At the time of publication, 66 per cent of the faculty have signed cards.

According to observers attending a series of information meetings held at the university in late January, the essential question before Carleton staff was not whether or not a union was necessary (the faculty association already voted in principle in support of collective bargaining), but the quickest possible course of action open to the faculty in establishing a bargaining unit at Carleton.

In essence, there were three certification options available to the Carleton staff: the CUASA could seek certification after amending its constitution to conform with regulations specified by the Ontario Labour Relations Act; a new and separate faculty association could be created, with a constitution already mindful of the Labour Relations Act requirements; and the present Association could petition the administration to recognize CUASA as the bargaining agent for the teaching staff.

The vote on January 31 rejected the last two options, and the February referendum ensured that the executive has been granted a mandate to seek certification from the Ontario Labour Relations Board.

The strong groundswell of support for collective bargaining at Carleton

is the direct result of the meagre financial support Ontario universities are expected to receive from the government in the coming academic year, and the consequent desire for increased strength through a legal contract.

One of the first things the union will be concerned about will be salaries. According to Prof. Jill Vickers, CUASA President, Carleton has one of the worst salary levels in the province. Another problem is the student-faculty ratio, with Carleton again squarely at the bottom end of the list. "Carleton has the worst student-faculty ratio in the province, and yet it is here that the government policies are likely to produce faculty firings and worsen the ratio to the detriment of student education."

This will also lead to a massive increase in faculty workload, which is something else that a union would want to pay considerable attention to, Prof. Vickers said.

As far as faculty power at Carleton is concerned, Prof. Vickers feels that more is necessary, preferably institutionalized through a legally binding collective agreement under the Ontario Labour Relations Act. In the past the Staff association "had discussions with the administration about salary, working conditions and fringe benefits, but they were simply that. The President then advised the Board of Governors and the Board then decided what it wanted."

Victory in the Supreme Court

by Israel Cinman

A recent Supreme Court of Canada ruling promises to have great significance for academics in terms of maintaining the structure of peer judgement within universities.

In a unanimous decision, the Court ruled that Yar Slavutych, an associate professor of Slavic languages, was wrongly dismissed by the University of Alberta, saying that the university's decision to fire Prof. Slavutych was based on a confidential document which should not have been considered by the university arbitration board.

According to evidence presented to the Court, Prof. Slavutych, at the request of the university wrote a frank and unflattering appraisal of a colleague seeking tenure at the university. The appraisal was written on a university tenure form labelled confidential, which Prof. Slavutych understood was not to have been made public, but which the university eventually used as partial basis for charges to have him fired.

In accordance with regulations governing administration-academic staff relations at the University of Alberta, Prof. Slavutych after learning of his impending dismissal, appealed to the Academic Welfare Committee of the Association of the Academic Staff of the university, which reviewed the documents presented by the administration in support of dismissal and recommend-

ed that dismissal procedures be dropped, since the evidence before it was insufficient to warrant such a step. It also expressed a deep concern that "confidential documents intended for the use in a tenure hearing have been used in a context different from that for which they were intended."

Despite these recommendations, the university was determined to move forward with the dismissal and a three-member arbitration board was set up. The board examined the four charges against Prof. Slavutych and rejected the first three either outright or as "not sufficient to warrant dismissal." However, it found that evidence presented to support the last charge linked to Prof. Slavutych's unflattering appraisal of a colleague, provided sufficient grounds for dismissal. "It is the board's opinion that Professor Slavutych, in using the language he did with reference to a fellow staff member, was guilty of a serious misdemeanor, sufficient that he should stand dismissed for cause," it ruled. Subsequently, it softened its decision by recommending that Prof. Slavutych be allowed 12 months salary and added that despite the board's verdict, the university president and the Board of Governors should "consider whether some lesser penalty might serve, sufficiently in the interests of the university."

Prof. Slavutych appealed the arbitration board ruling to the Alberta Court of Appeals, where Mr. Justice Sinclair rejected the appeal. He quoted a previous judgement dealing with confidentiality, which stated that "a person who has obtained information in confidence is not allowed to use it as a springboard for activities detrimental to the person who made the confidential communication..." and added that a form of protection afforded to in-

IN THIS ISSUE

Amnesty International	2
CAUT and the Federal Government	3
Your Taxes/Vos Impôts	4

SPECIAL REPORT/RAPPORT SPÉCIAL

Continuing Education/Education Permanente	8
Books/Livres	26
1974-1975 Salary Data	
Traitements des enseignants	30
Vacancies/Postes Vacants	32

Cont'd on page 2

Amnesty International — Force for Freedom

Amnesty International, founded in 1961 in London, England by Peter Benenson and a group of concerned jurists, is a world-wide human rights movement working to relieve the plight of political prisoners and their families.

It now has over 40,000 individual members in 57 countries. During 1974, Amnesty was active in more than 100 countries with diverse political systems, and obtained the release of over 1400 prisoners.

In order to heighten the effectiveness of its work, Amnesty has initiated a new policy of campaigns to attract attention to whole categories of detainees, for example, teachers, doctors, trade unionists, artists, journalists, etc. Professional organisations such as associations of professors may form professionally based Amnesty groups which provide expert knowledge for the movement and are uniquely equipped to bring pressure to bear on behalf of colleagues who are unjustly imprisoned.

An example of this idea put into practice may be seen in the December 1974 campaign on behalf of the imprisoned Ukrainian professor and historian, Valentyn Moroz. Amnesty International, working through National Sections and Groups, contacted historians and history professors, requesting them to send telegrams to Mr. Leonid Brezhnev, appealing for the release of Valentyn Moroz. At that point he was near death, having been on a hunger strike since 1 July.

Mr. Moroz, professor of history at the Pedagogical Institute in the Ukraine, has been imprisoned by the Soviet government since 1965 for "anti-Soviet activities," consisting of four published articles which reflected Moroz's love for the Ukraine and his belief that its language, culture and traditions must be preserved.

While confined in Vladimir prison, Moroz was placed in cells with deranged individuals who tormented him and at one point stabbed him in the stomach four times. Subsequently, he was placed in solitary confinement. To protest his isolation, he began his hunger strike, stating that he would "rather die of hunger than go insane" in solitary confinement.

On 22 November, 1974, possibly as a reaction to international pressure, officials informed Moroz that he would be returned to a regular cell. He began to take food, and forced feeding was ended. However, he is sentenced to remain in custody for another 10 years.

Political repression and torture are particularly widespread and severe in Latin America. In its *Report on Allegations of Torture in Brazil* (revised, 1974), Amnesty International records the case of Antonion Expedito Carvalho Perera.

Mr. Perera is a lawyer and university professor. In 1969 he was arrested and tortured. His relatives, friends and clients were also subjected to physical and psychological abuse. In February, 1970, he was released without ever having been brought to trial.

Dr. Antonio Maidana was a professor of history in Paraguay before his arrest in 1958. He received a sentence of 2 years and 9 months for being actively involved in the preparation of a teachers' strike. Although a judge ordered him released at the completion of his sentence, he remains incarcerated. He is held in an unventilated and intolerably hot and humid cell only 100 feet from the Supreme Court.

He has left this cell only once in 16 years. He is reported to be emaciated, half-blind and has lost all teeth and hair due to lack of sunshine. In addition, he suffers from tuberculosis. There is no indication that he will ever be released.

Supreme Court . . . from page 1

dividuals by an "umbrella of confidence" extends to "all within the institution who have legitimate interest in the tenure proceedings. The nature of that shelter is such that confidential communications made in good faith, ought not to be used to the prejudice of their maker as a member of the university community." However, such protection only occurs if the individual concerned acted in good faith. He concluded that the tenure form sheet had not be submitted by the appellant in good faith, and that, therefore, the protection of the doctrine of confidentiality could not be invoked by Prof. Slavutych.

Following Justice Sinclair's decision, Prof. Slavutych, supported

by the Association of Academic Staff of the University of Alberta and the CAUT appealed to the Supreme Court. After reviewing the procedures and the evidence used in the case, Mr. Justice Wishart Spence, writing on behalf of the full court, ruled that the tenure form which had been used as the basis for dismissal was not admissible as evidence before the university arbitration board and therefore "no charges could be based on the document." He refused to vary the other three decisions of the arbitration board which were in favour of Prof. Slavutych, thus rendering the judgement of the arbitration against the university. He also charged the university with all legal cost incurred in this case.

Professor Busono Wiwoho Sumatirto, one of Indonesia's leading psychologists, has been held, as have more than 55,000 of his countrymen, without charge or trial, since 1965. He was one of the organisers and former vice-chairman of the Association of University Graduates, a radical organisation which was banned in 1965. He is held, as are thousands of other Indonesians, as a "category B prisoner," i.e., one against whom no formal charges are laid, thus chances of coming to trial or change of status are very remote. He is a talented and distinguished educator, having been a member of the Indonesian Planning Council in the early 1960's and later a member of the State Educational Council, the group responsible for planning and guiding the entire national educational system. He is ill with T.B., and is in need of medical supplies. His adopting groups are urged to raise money to provide these and also to send professional journals and reading materials.

Each of these prisoners has been "adopted" by one or more A.I. groups somewhere in the world. Each group is responsible for three specific prisoners, one from a western capitalist country, one from an eastern communist country, and one from a developing or Third World country. This 3-part division insures political neutrality, and has always been a cardinal principle of Amnesty International.

In 32 countries, groups are organised into National Sections, each of whom works in its own way to assist groups with prisoners, to receive and distribute reports and information from the International Secretariat, publicize the plight of prisoners and the work of A.I. through the media, churches, professional associations, labour unions or any other groups sensitive to human need and suffering and willing to work for those unable to do anything to improve their own conditions.

In Chile, a 28-year-old professor of literature has been detained for months, probably due to his membership in a Catholic Action Group which worked for the protection of human rights following the 1973 coup. He is now in poor health, after undergoing severe torture.

Writing to a Canadian adoption group with a Chilean prisoner, Amnesty International researcher Roger Plant suggests that the group itself reach into the academic community for assistance with work on behalf of the prisoner for whom they are working. Amnesty International is not viewed in a very positive way by such a government as that now in power in Chile. In fact, Amnesty pleas may be ignored or may trigger unfavourable actions on the part of the government against its prisoners.

As Mr. Plant states: "Letters from distinguished academics and from University faculties may have more effect than letters from Amnesty groups."

In Canada, there are at present 22 groups, located in 8 provinces. Some of these are largely or even totally made up of university professors and students — for example, the groups at McGill University, Sir George Williams University, McMaster University, Mount Allison University, Queen's University, the University of Saskatchewan, University of Alberta, and U.B.C. Further information on A.I. work, groups or membership may be obtained from Amnesty International Canada, 2101 Algonquin Avenue, Ottawa, Ontario, K2A 1T2, 613-722-1988.

This article was written for the CAUT Bulletin by Bridget Dewhirst (member, Group 5, Ottawa) and Sue Nichols (coordinator, A.I. Canada).

It is the first of a series publicizing the work of Amnesty International in areas of particular interest to academics. The space has been made available to Amnesty International by CAUT as an indication of the support by CAUT of the aims of Amnesty International. Support of particular cases is a matter of individual conscience on the part of CAUT members.

CAUT/ACPU BULLETIN

Copyright The Canadian Association of University Teachers.

Editor/ Rédacteur: Israel Cinman

Advertising Office: 66 Lisgar Street, Ottawa, Ontario, K2P 0C1

Telephone (613) 237-6885 Telex: 053-3549

Advertising Rates: Classified Advertising (Vacancies) \$1.25 per line

Display Advertising:	Once	Three Consecutive Issues	Six Issues
Full page	\$550.00	\$1400.00	\$3000.00
Half page	300.00	720.00	1500.00
1/3 page	230.00	600.00	1250.00
1/4 page	150.00	420.00	780.00

Back Cover outside \$750.00

Back Cover inside \$650.00

Deadlines for submission of advertisements:

July 26, September issue
September 27, December issue
January 24, March issue

August 30, October issue
December 6, January issue
March 7, May issue

Subscription rate for one year: \$12.00
L'abonnement est de \$12.00 par année

Printed by Le Droit



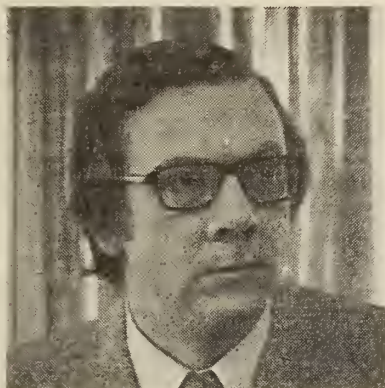
CAUT in Discussions with Federal Government

CAUT delegations met with Mr. C. H. Drury, the Minister of State for Science and Technology and with Mr. Hugh Faulkner, the Secretary of State of Canada on February 5 and February 11. The delegations raised with the ministers issues pertaining to the proposed restructuring of NRC and the Canada Council, which would create two new research councils, one for engineering and physical sciences, the other for the humanities and social sciences. CAUT presented the resolutions passed in regard to these developments by the CAUT Board to the ministers. (The resolutions were published in the February issue of the *CAUT Bulletin*).

In particular, CAUT stressed the need to continue direct federal grants to individual researchers, to create research councils with the maximum independence possible, to provide harmonization of the councils without the creation of a superboard to direct them, and to ensure that any mechanism of harmonization would be seen to be fair and objective in relation to all parts of the university research community.

CAUT pointed out to MOSST that proposals to pay the indirect costs of research should not result in less money being available to individual researchers to actually conduct research. The delegation which met Mr. Drury also discussed the application of the make-or-buy policy of the federal government to the universities.

In the discussions with the Secretary of State, CAUT also raised questions pertaining to the renegotia-



tion of the Fiscal Arrangements Act by which the federal government transfers over 1 billion dollars to the provinces for the support of postsecondary education. The Secretary of State is responsible to the cabinet for advice on whether to continue the present system or to modify it. CAUT also discussed with Mr. Faulkner and the Under Secretary of State, Jean Boucher, questions pertaining to the support of libraries and information systems, as well as student aid.

It seems clear that the federal government will introduce legislation pertaining to the granting agencies at least by next fall — earlier if the parliamentary timetable will allow. The legislation will go to committee and interested parties will, therefore, have an opportunity to make their views known to their M.P.s. The legislation for the two councils will probably follow the model of the Medical Research Council with some modifications. The matter of a coordinating body is likely to be left to administrative decision rather than legislation. Some of the most crucial decisions will obviously involve the staffing of these councils both in terms of their directors and their council members.

The CAUT delegation to see Mr. Drury was composed of Richard Spencer of UBC (President), Donald Savage (Executive Secretary) and Jean-Paul Audet of the University of Montreal (member of the CAUT Executive). Professors Audet and Savage saw Mr. Faulkner along with Michiel Horn of York University, another member of the executive.



Your CAUT Fees 1974-1975

The current CAUT fee structure was set in 1967 as a mill rate of 1.6 per thousand based on median salaries in four faculty ranges. Last year the Board and Council approved the addition of a per capita levy of \$2.50 per year to cover the extraordinary costs of CAUT expansion. There is a proposal before the Board to institute a category for part-time faculty. Your CAUT fees for this year are as follows:

	Per Month	Per capita Levy	Total Per Month	Total Per Year
Full Professors	\$3.33	0.21	\$3.54	\$42.50
Assoc. Profs.	2.50	0.21	2.71	32.50
Asst. Profs.	2.00	0.21	2.21	26.50
Others	1.58	0.21	1.79	21.50
Part-time *	0.53	—	0.53	6.33

* Proposed

Don's diary

Reprinted from THE TIMES HIGHER EDUCATION SUPPLEMENT, January 24, 1975.

Meaning of meaning

How does the novice committee man learn the true meaning of committee language? Some years ago I began to collect an academic phrase book which includes not only some which I have learned to translate myself but others which friends have been kind enough to pass to me. Here are some samples.

"If the committee so wishes." (*I've never met a more obstinate lot in my life.*)

"Thank you for raising the matter; we shall certainly bear it in mind." (*Forget it.*)

"He certainly covers a very wide area of research." (*He has written too many books to be appointed.*)

"What a stimulating teacher he must be." (*He hasn't written any books at all.*)

"He writes with such a mastery of detail." (*He has never had an original thought in his head.*)

"I acknowledge that he has a high reputation as a scholar." (*Over my dead body.*)

"He's widely known as a sociable colleague." (*He can't hold his drink.*)

"He's widely known as a very sociable colleague." (*Lock up your wives and daughters.*)

I wonder whether the Ford Foundation would care to establish an annual prize of £5 for the best committee expression of the year, the only condition being that it must mean the exact opposite of what it says.

only examining this man for a Ph.D.; we're not trying him for his life."

The story belongs to the Namier apocrypha but I can vouch for one aspect of the man. I was introduced to him on three separate occasions when there were other people present. He shook me warmly by the hand but didn't for one second stop talking to his entourage about the arcana of eighteenth-century politics.

On other occasions when he saw me he would pat me on the back and (since he always mixed me up with a colleague) would say: "Hallo, Red-daway, how are you?"

I once told this to an eminent Tudor historian who admired Namier's brain but found that the monologues strained his patience and I asked what I should do to get the name right. He said: "Next time, you pat him on the back, and say 'Hello, Trevelyan, how are you.' He'll never forgive you, but he'll never forget your name."

One of the other things I remember about Namier (though I was not present on the occasion) happened in the years after the war. Everything was scarce, including the London buses, and they were always packed. Namier had been walking along Southampton Row deep in conversation (if that is the right word) with a friend who suddenly saw his bus stop nearby.

The bus platform was packed but the friend had to seize his chance and with a hasty farewell got on. At that point, Namier, appearing to address the crowd on the bus, called out, "foreigners, atheists, bankrupts, lunatics, Jews."

It was said afterwards that if the bus had not at that point moved off, Namier might have been lynched by the enraged commuters. In fact, all that Namier was doing was answering the question his friend had asked about which group of people, apart from Catholics and non-conformists, were excluded from Parliament in the early nineteenth century.

Joel Hurstfield

Professor Hurstfield is Astor Professor of English History at University College, London.

Namier apocrypha

Sir Lewis Namier was a law unto himself. But that was not because he put on an act. He behaved naturally. His grasp of detail was complete, his flow of language was continuous and he couldn't really understand that the candidate knew less than he did. The result was that his brusqueness and powerful Slavonic accent made him appear formidable and harsh.

Hence the story of the fellow-examiner who was driven to expostulate: "Look, Namier, we're

If Bulletin readers have similar amusing observations on university life, we would be interested in publishing such submissions.

Faculty Association Fees

Fees paid by university teachers to their faculty associations have been almost universally allowed as deductions from salary for income tax purposes. A few exceptions have occurred, one of which was appealed by a teacher to the Tax Review Board. The Board held that the fees should be deductible from employment income and allowed the appeal. However, the decision of the Board to allow the deduction was appealed to the Federal Court by the Minister of National Revenue. Legal counsel was engaged to challenge the Minister's action in view of the far reaching consequences for all teachers if faculty association fees were to be disallowed as a deduction from income for tax purposes. The case did not reach the Court since the Minister was obliged to concede that teachers were entitled under the provisions of the Income Tax Act to deduct faculty association fees from employment income for income tax purposes.

Taxpayers should include faculty association fees under the caption "Annual union, professional or like dues" in the section "Deduction from Total Income" on page 2 of the Individual Income Tax Return.

Annual Professional Membership Dues

Annual dues paid by university teachers to their professional associations are deductible from employment income for income tax purposes only if the payment is necessary to maintain a professional status recognized by statute. In other words, if a teacher must belong to a professional association in order to hold his teaching position then the annual dues are deductible from his remuneration therefrom. On the other hand, if the teacher is not required by law to belong to the association in order to practise his profession then the dues are not deductible from employment income.

The above deals only with the right to deduct dues from *employment* income. Many teachers have professional or business income, such as royalties, consulting and lecturing fees, etc., from which the expenses of earning the income may be deducted. If a university teacher can establish that membership in a professional association is necessary to the earning of professional income then the annual membership dues are deductible therefrom as a business expense.

In those instances where annual professional membership dues are necessary to maintain a professional status recognized by statute the taxpayer should make his claim under "Annual union, professional or like dues" along with his faculty association fees, particularly if he has no business or professional income.

If the payment of the dues was not necessary to maintain a professional

status recognized by statute, but was necessary to earn professional income, then the dues should be included in the expense section of the "Statement of Income and Expenses" on Schedule 9 of the Income Tax Return.

Capital Gains — Office in the Home

A number of university teachers have expressed concern regarding the possibility of capital gains arising upon disposition of a principal residence where one room has been used as an office for the purpose of earning professional income and where the maintenance costs have been deducted for income tax purposes.

Paragraph 24 of Interpretation Bulletin IT-120, dated September 13, 1973, issued by the Department of National Revenue, Taxation, reads as follows:

24. In some cases, the business or rental use of a principal residence will be ancillary to the main use of the residence, such as the rental of one or two rooms to boarders, the use of a room for the care of children or an office or a work area, etc. In these cases, provided that the taxpayer has set aside and used a certain area of his principal residence solely for the purpose of earning income, he may claim a deduction for a reasonable portion of expenditures for maintenance of the residence. In the event that he does not claim capital cost allowance on any portion of the residence it is the Department's view that a change in use of the property has not occurred and that the entire residence maintains its nature as a principal residence provided it so qualifies otherwise.

In view of the above, prudence dictates that capital cost allowances on the office should not be claimed, since upon the actual or deemed disposition of the principal residence the capital cost allowances will be recaptured if no depreciation has in fact occurred and one-half of any capital gain on the office portion of the residence will become taxable. Both of these eventualities may be avoided by refraining from claiming capital cost allowances on the capital cost of the office. However, capital cost allowances may be claimed on the office furniture and equipment with little risk of adverse income tax consequences because the resale value of these assets at disposal date is very unlikely to give rise to recapture of depreciation or capital gains.

Any taxpayer who has claimed capital cost allowances on an office in the home prior to 1972 or during 1972 or 1973 should examine the revisions to paragraph 24 as contained in paragraphs 24.1 and 24.2 of revised Bulletin IT-120 which may be obtained from any District Taxation Office.

Cotisations aux associations de professeurs

Les cotisations versées par les professeurs d'université aux associations de professeurs ont presque toujours été admises en déduction du salaire aux fins de l'impôt sur le revenu. L'une des quelques exceptions qui se sont produites a fait l'objet d'un appel du professeur en cause auprès de la Commission de révision de l'impôt. La Commission a statué que les cotisations devaient être déductibles et a donné raison à l'appelant. Cependant, le ministre du Revenu national en a appelé de cette décision auprès du tribunal fédéral. On a retenu les services d'un avocat pour faire opposition au geste du ministre, en raison des conséquences qu'aurait pour tous les professeurs le refus d'admettre la déduction, aux fins de l'impôt, des cotisations aux associations de professeurs. L'affaire ne s'est pas rendue devant le tribunal, car le ministre a dû concéder que les professeurs avaient droit à cette déduction en vertu de la Loi de l'impôt sur le revenu.

Les contribuables devraient faire état des cotisations aux associations de professeurs au titre des «cotisations annuelles syndicales, professionnelles ou semblables», dans la section «Deductions du revenu total», à la page 2 de la formule de déclaration d'impôt sur le revenu des particuliers.

Cotisation annuelle aux associations professionnelles

Les cotisations versées annuellement par les professeurs d'université à leurs associations professionnelles ne peuvent être déduites du revenu d'un emploi que si leur paiement est nécessaire au maintien d'un statut professionnel reconnu par la loi. Autrement dit, si un professeur doit appartenir à une association professionnelle pour conserver son poste de professeur, la cotisation annuelle peut être déduite de la rémunération provenant de cet emploi. Par contre, si le professeur n'est pas tenu par la loi d'appartenir à l'association pour exercer sa profession, les cotisations ne sont pas déductibles de son traitement.

Ces dispositions ne s'appliquent qu'à la déduction des cotisations annuelles du revenu provenant d'un *emploi*. De nombreux professeurs tirent d'une entreprise, ou de l'exercice d'une profession, des revenus (par exemple, droits d'auteur, honoraires pour conseils professionnels et conférences, etc.) dont ils peuvent déduire les frais d'acquisition. Si un professeur d'université peut établir que l'adhésion à une association professionnelle lui est nécessaire pour gagner des revenus professionnels, les cotisations à cette association peuvent être déduites de ces revenus à titre de dépenses d'entreprise.

Dans le cas où le paiement d'une cotisation annuelle à une association

professionnelle est nécessaire pour le maintien d'un statut professionnel reconnu par la loi, le contribuable devrait en faire état au titre des «cotisations annuelles syndicales, professionnelles ou semblables», parmi lesquelles figureraient aussi ses cotisations à l'association des professeurs, particulièrement s'il n'a pas de revenus provenant d'une entreprise ou de l'exercice d'une profession.

Si le paiement de la cotisation n'était pas nécessaire pour conserver un statut professionnel reconnu par la loi, mais était nécessaire pour gagner des revenus professionnels, la cotisation devrait être mentionnée au titre des dépenses, à l'Annexe 9 de la déclaration d'impôt sur le revenu, «État des revenus et dépenses».

Gains en capital — Bureau au foyer

Nombre de professeurs d'université ont exprimé des inquiétudes quant à la possibilité d'avoir à déclarer des gains en capital lorsqu'ils vendent une résidence principale dont ils utilisaient une pièce aux fins de gagner des revenus professionnels, pièce à l'égard de laquelle ils déduisaient des frais d'entretien aux fins de l'impôt.

Voici ce qui est dit à ce sujet au paragraphe 24 du Bulletin d'interprétation IT-120, en date du 13 septembre 1973, publié par le ministère du Revenu national (Impôt):

Dans certains cas, l'utilisation commerciale ou locative d'une résidence principale sera connexe à l'usage principal de la résidence, par exemple la location d'une pièce pour la garde d'enfants ou pour un bureau ou encore pour un espace de travail, etc. Dans ce cas, à la condition que le contribuable ait réservé et utilisé un certain espace de sa résidence principale uniquement dans le but de gagner un revenu, il peut réclamer la déduction d'une fraction raisonnable des dépenses engagées pour l'entretien de la résidence. S'il ne réclame pas de déduction pour amortissement sur une partie quelconque de la résidence, le Ministère estimera qu'il ne s'est pas produit de changement de l'usage du bien et que la résidence entière conserve son caractère de résidence principale, à la condition qu'elle satisfasse aux autres exigences.

Étant donné ce qui précède, il est prudent de ne pas réclamer de déductions pour amortissement à l'égard du bureau, car au moment de la vente effective ou présumée de la résidence principale, les sommes déduites seront récupérées s'il n'y a pas eu de dépréciation réelle, et la moitié de tout gain en capital sur la partie de la résidence occupée par le bureau deviendra imposable. On peut éviter ces deux éventualités en s'abstenant de réclamer des déductions pour amortissement sur le coût en capital

Suite à la page 5

NEWS IN BRIEF

University of Ottawa Seeks Voluntary Recognition

The academic staff of the University of Ottawa have voted to recognize their staff association as their sole bargaining agent. The vote was taken at a regular meeting of the University of Ottawa Staff Association, January 28, and carried by 106-13 with six abstentions.

The meeting also passed a resolution to hold a referendum on the

question of collective bargaining in March. If passed, the referendum will authorize the Faculty Association to act as the exclusive bargaining agent on behalf of all full-time teachers at the University. However, it will exclude deans, vice-deans and technicians teaching in hospitals from the bargaining unit. In essence, Ottawa faculty are seeking voluntary recognition.

Marxist to enter Canada

Canadian immigration officials recently reversed their decision to refuse a temporary visa to a noted Marxist economist who applied for entrance to Canada.

Professor Andre Gunder Frank, currently teaching economics at the Max Planck Institute in Stuttgart, West Germany, will be allowed to enter Canada to take up a visiting professor's post offered by the University of Quebec in Montreal.

Professor Frank's request for admission was refused when he applied to the Canadian immigration authorities in Stuttgart, but his case was reconsidered by the Immigration Department authorities in Ottawa after a number of Canadian academic organizations voiced their concern over the government position.

The Rector of the University of Quebec in Montreal, in a telegram addressed to the Immigration Minister Robert Andras, expressed "surprise" over the government decision while the Conference of Rectors and Principals of Quebec Universities deplored the decision, saying that "this action carries with it a connotation of censorship incompatible with academic freedom." The Canadian Association of University Teachers, the Syndicat des Professeurs de l'Université du Québec and the Fédération des Associations de

Professeurs d'Universités du Québec also protested the government's refusal, as did the chairmen of departments of political science.

According to an official from the Immigration Department, Professor Frank's visa request was refused because, following his previous application some years ago, certain information gathered about him at the time, forced the officials to look for more facts after the latest visa petition. The official said that the old information contained in Professor Frank's file was "material which suggested that his admission might be prohibited."

The German-born economist spent most of his student years in the United States where he lived from 1941 to 1959 and where he took his advanced degrees from the University of Chicago, specializing in the economy of Latin American countries. His best-known book, *The Development of Underdevelopment*, has been widely translated and is studied in many North American universities.

Professor Frank taught at Sir George Williams University in Montreal from 1966 to 1968. He also taught at a university in Chile, but was forced to leave that country after the September 1973 coup.

The Frank case is one in a series of recent immigration cases involving academics trying to enter Canada to assume teaching posts. Two years ago, Istvan Meszaros, a Marxist historian, was denied immigrant status when offered a post by York University in Toronto. He was permitted into Canada only after protests from the Canadian academic community. Gabriel Kolko, a noted historian, was also refused an entry visa, as were Kazimir Laski, a Polish economist, and Luigi Bianchi, a physicist. Both entered Canada, but only after thorough security checks by the RCMP, lengthy reviews of their dossiers by the Immigration Department, and only following a public outcry from the Canadian academic community over their treatment. A number of other reversals were secured privately by pressure from the CAUT.

Yugoslavian Authorities Sack Dissident Professors

According to recent reports, eight Belgrade university professors who include some of Yugoslavia's leading Marxist philosophers and sociologists have been accused of resisting Communist party policies, of "misusing their positions" to prepare students for a "political confrontation" with the government, and were fired from their jobs.

Their ouster was announced by the Serbian legislature following an amendment to the Higher Education Act providing for such suspension of "undesirable teachers".

The eight professors have been under heavy government pressure for more than two years, but even though President Josip Broz Tito had publicly called for their dismissal, they had been able to hold on to their posts because they were shielded by their colleagues in the Faculty of Philosophy under the traditional

system of university autonomy. However, this system has been undermined by legal changes pushed through the legislature late last year.

The fired professors said they regarded the legislative action as unconstitutional and would fight their case in the courts. Reports say that the Dean of the school has resigned his post to protest the firings.

The professors have argued in their published works that Yugoslavia's market economy continues political and economic alienation of the worker and that the working class is being exploited by party bureaucrats and technocrats.

The Government also moved to close down the leading intellectual periodical, *Praxis*. Although of limited circulation, it has been the single legal publication in Yugoslavia to frequently criticize the Government and the Communist party.

Hundred-dollar-a-day strongmen used by University of Montreal

Recent testimony before the Cliche Commission investigating relations between construction unions and Quebec construction industry revealed that the University of Montreal used union toughs for campus security work during support staff strike in 1971.

According to witnesses appearing before the commission and evidence obtained through police telephone taps, "flying squads" of union strongmen were made available to employers throughout the province, with the University of Montreal availing itself of their services as security agents at \$100 per day.

In another episode, University of Montreal used professional wrestlers for campus security work during a student parking fee protest last fall.

The support staff union is calling for a full-scale public investigation into these events, fearing that the same "intimidation tactics" will be used by the university in the upcoming round of new contract negotiations.

Meanwhile, the University of Montreal announced the appointment of Paul Lacoste as its new rector. Appointed to a five-year term, Lacoste, 51, a philosophy professor and a lawyer, was chosen unanimously by U of M's board of directors after a search committee turned down dozens of other candidates.

When asked to comment of the University's use of union strongmen and professional wrestlers for campus security work, Lacoste termed the move "a mistake."

EDITOR-INFORMATION OFFICER

A professional association requires an Editor-Information Officer for its central office in Ottawa.

The successful candidate should have the following qualifications: experience in journalism, editing and public relations; academic background; preferably bilingual.

Duties will include editing a magazine, information and public relations activities.

Salary for this position is negotiable.

This is a one-year appointment to replace editor on leave of absence.

Candidates should submit applications with curriculum vitae and letters of reference to:

**The Executive Secretary
The Canadian Association
of University Teachers
66 Lisgar Street
Ottawa, Ontario, K2P 0C1**

VOS IMPÔTS...

du bureau. Toutefois, il n'y a guère de risque à réclamer des déductions pour amortissement sur les meubles et fournitures de bureau, car il est peu probable que ces biens aient une valeur suffisante, au moment où ils seront vendus, pour donner lieu à la récupération des sommes déduites au titre de l'amortissement ou des gains en capital.

Tout contribuable qui a réclaté des déductions pour amortissement à l'égard d'un bureau dans son foyer avant 1972, ou durant les années 1972 ou 1973, devrait examiner les révisions apportées au paragraphe 24 par les paragraphes 24.1 et 24.2 de la version révisée du Bulletin IT-120, que l'on peut se procurer auprès de n'importe quel bureau de district de l'impôt.

No discrimination at U.P.E.I.

Sir,

In your December issue, Hilda L. Thomas comments on the Report of the Provincial Advisory Committee on the Status of Women in Prince Edward Island.

She says, "The Report does not discuss the situation of women in the university. However, it can be inferred from some of the material presented that the University of Prince Edward Island does not differ from most other Canadian universities in its treatment of women. For example, teachers in vocational institutes are paid according to two separate schedules." The paragraph goes on to say that "although female students are in the majority in the senior high schools, 65% of students in post-secondary vocational training are male."

I find the logic rather extraordinary. How "teachers in vocational institutes" can be an example of an inference about the University of Prince Edward Island baffles me. I also find it odd that a paragraph beginning with women in the university goes on to discuss the ratio of

female and male students in post-secondary vocational training.

Dr. Jean MacKay, the chairman of our Advisory Committee on the Status of Women in the University, writes to me that she considers the report of the meeting of the Maritime sub-committee of the CAUT Committee on the Status of Women Academics at Acadia is also very misleading. In fact, she reported that "the Committee was first investigating maternity leave and part-time work... and the lack of urgency [in examining in detail possible inequities in rank and salary] reflects our general satisfaction that women at U.P.E.I. were treated equally regarding salary, etc." She writes that she told the Committee that "I feel quite sure that salaries, etc., were comparable... and that 'we believed that [promotion and hiring policies] were also equitable.' Furthermore, she writes that she reported 'that my experience on the Senate Tenure Committee showed me clearly that no discrimination whatsoever exists regarding tenure for women...'"

I should add that Dr. Jean MacKay is not only a member of our Tenure Committee but also on the Executive of our Faculty Association, and I find it hard to believe that she would not have heard complaints if they existed.

Since the Report comments on the proportion of female students in vocational training schools, perhaps your readers might be interested in the figures for the University. This year we had 636 women as full-time students as against 761 men. Among part-time students we had 598 women as against 230 men. Our province has consistently had one of the highest participation rates for women in higher education in Canada. One year recently, in fact, the number of women in the first year was exactly the same as the number of men.

We are aware that the proportion of women faculty members is considerably below what it should be, as is the proportion of applications we receive from women, and we are trying to overcome that imbalance. We are not helped, however, when a journal widely read by academics and prospective academics runs a large headline saying "Equality for Prince Edward Island women: a long way off" and when the article itself, without any evidence, implies that there is discrimination against women at the University of Prince Edward Island.

R. J. Baker
President, University of
Prince Edward Island

Go Dutch

Sir,

Mr. Mathews of Carleton University asserts that naturalised Canadians with foreign qualifications are not as equipped as native Canadians educated in Canada to teach at our universities. What about the numerous native Canadians who have studied abroad to acquire foreign qualifications? Are they to be classed with those naturalised Canadians or do they still have a residual advantage? Finally, what about the naturalised Canadians who complete their higher education here? Where do they lie in the pecking order of privilege? Does Mr. Mathews, or anybody else, have ready answers to these questions? If being born and growing up in this country is considered a *sine qua non*, then I'm a Dutchman.

David van Romney
Laurentian University

Green Paper Sets Stage for New Immigration Act

Almost a decade has lapsed between the two attempts by the federal government to massively change Canada's immigration policy. Unfortunately, lightning does not strike twice.

The 1966 Immigration Act proposals viewed immigration as an asset to Canada. The Green Paper on Immigration presented by the government early this year as a prelude to the new Act, suggests that in Ottawa's view, the time has come to close the doors, and thus eliminate the social and economic ills — the "regional imbalances" and "social congestion" — which have descended on this country in recent years.

As a blueprint for the Act, the government is preparing a foundation for a full-scale national debate on immigration, while simultaneously narrowing the scope of this debate to four options which it says, carry elements that if necessary, can be molded into yet another set of alternatives.

Simply put, the four options are: setting of global targets for immigration, including quotas for zones or countries; an annual ceiling on the number of immigrants admitted, continuing the present system by which immigrants are admitted on the basis of points; and gearing the immigrant flow "even more intensively" to economic and labour market needs. All options, the Paper points out, contain advantages and disadvantages, but they all present a range of possible solutions which will serve in shaping this country's immigration policy.

Another aspect of policy the gov-

ernment wishes Canadian to wrestle with is the question of admitting refugees. It proudly points to Canada's history in dealing with people seeking asylum in this country, and the public support such special assistance programs received, but admits that in certain cases, where individuals or groups make claims to refugee status, it first be clearly established that the applicants safety is genuinely threatened. "Plainly," the Paper says, "sufficient grounds must exist before relaxing normal selection criteria," requiring a "clear distinction to be drawn between the genuine refugee who is threatened with persecution, and the migrant, whose motive for seeking entry to Canada springs from economic hardship or general dissatisfaction with conditions in his country of origin."

What does the Paper have to say about Canada's future role in refugee programs? It affirms the fact that refugee crises have a frequent habit of recurring, and since Canada has done its share in the past (in accepting refugees from Eastern Europe immediately following World War II; from Hungary in 1956; from Czechoslovakia in 1968; from Uganda in 1972 and from Chile in 1973 following the coup) it suggests that it is time for other nations to take up more of the burden. "In each specific instance" the Paper says, "we must weigh the choice of providing resettlement opportunities in Canada in the light of development of Canadian immigration policy as a whole and the equitable distribution of responsibility within the international community at large, bearing in mind that the Canadian contribution may often appropriately take the form of financial or material aid in addition to, or instead of, opportunities for

immigration."

The Green Paper opts for retention of the current control methods regulating entrance to Canada of those applicants falling within the "prohibited classes" category. Out of 20 such classes, it lists some it considers most important, including the applicants health, criminal record, his involvement in subversive activities and the like. Other restricted categories include alcoholics, drug addicts, homosexuals, and "those living from the avails of prostitution."

However, the government admits some categories prohibiting entrance to immigrants are obsolete, immigrants suffering from epilepsy, for instance, and is suggesting the lifting of such restrictions

in the future.

Other classes of immigrants falling into the restrictive category are "persons who have been convicted of espionage or treason or are known to have or are likely to engage in espionage, sabotage, intelligence gathering activities affecting Canadian interests on behalf of a foreign power, or activities designed to effect governmental change within Canada or elsewhere by force or any criminal means."

Meanwhile the nation's newspapers have cast a critical eye on the Green Paper proposals, and in the month following its release, editorial writers have fired broadsides at the Minister of Manpower and Immigration.

Cont'd on page 22

THE UNIVERSITY OF CALGARY

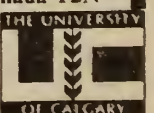
FACULTY OF BUSINESS

Applications are invited from candidates for academic positions in Marketing. Preference will be given to candidates with specialization in Sales Management; Retailing; Advertising; and Marketing Models. Salary and rank will be dependent on qualifications and experience.

Salary Scales (1974-75)

Assistant Professor \$13,200 - 17,250
Associate Professor \$17,300 - 22,900
Full Professor \$22,950 up

Send curriculum vitae to: Dean Stephen G. Peitchinis, Faculty of Business, The University of Calgary, Calgary, Alberta, Canada T2N 1N4





CONTINUING EDUCATION

a special report

Canadian universities have long been engaged in adult education. Professional faculties and schools have played important roles since the nineteenth century; extra-mural departments have been well established in many universities since the 1920's; St. Francis Xavier University and a few others have seen adult education as the main method of transforming communities; some, especially in the early days of radio, have successfully adapted communications media to widely-conceived university purposes; and a small but significant number today see adult education as the major aspect of their programmes.

During the last few years, this historic interest has expanded and diversified. A number of factors have contributed to this change, including greater accessibility for more students; more leisure time for most people and, for some, more affluence; growing support for more senior adult education enthusiasts from some junior faculty added during the sixties; a search for enrolments by beleaguered university communities; the development of "action-oriented" research; and, increasingly, the pressure of some departments of education. The result has been — and is — the emergence of a series of challenges and problems as universities begin to recognize the significance, immediate and potential, of this rapidly growing aspect of their activities.

One of the most obvious and yet most difficult challenges besetting continuing education is establishing a consensus on the scope of the field. For

traditionalists perhaps justifiably concerned about possibly declining standards and the overextending of limited resources, the rôle of continuing education at universities should be the traditional offerings of "refresher" courses to professionals, extension degree credit programmes, and a selection of non-degree "interest" courses. For others, continuing education means making the universities even more the foci for the lifelong integrated education of a large segment of society. As some of the following articles suggest, this broader approach assumes a very active role for the university in the community and among groups traditionally affected only indirectly by university activities. At stake in the argument is more than a search for administrative guidelines; involved is an argument over the fundamental rôle of the university in society.

Associated with this broad general question are a host of more mundane but not unconnected considerations. There are, for example, the questions associated with finding an appropriate place for continuing education in the university community. Should it be completely integrated into the existing system so that it receives its share of the best instructors a university can offer? Should special instructors, trained in the methods of adult education be employed? And, if special instructors are hired on a part-time or full-time basis, what rights and responsibilities should they have?

Important as these questions are, they are not more important than the difficulties and special challenges raised by developing appropriate

teaching programmes for adults. On a relatively simple level, there is the problem of assessing the load requirements of instructors: teaching adults whose main interest is not being a student often means less lectures but more tutorials and fewer three-hour lecture periods a week but more week-end conferences or lengthy bi-monthly meetings. Deciding how these activities should be compared with the conveniently-packaged lecture courses is difficult though certainly possible. More seriously, there are decisions to be made on how all kinds of media — journals, radio, and television — should be employed, decisions which, as some of the following articles show, are not easily made. There are the particularly thorny questions associated with providing services for rural Canadians, people often poorly served during the last few years. There are the difficulties involved in training university instructors in how "to relate" to adults, difficulties usually seriously underestimated by the university community. And, finally, there are the special challenges posed by trying to present university-level material in a fresh, invigorating way in places other than the university lecture hall or seminar room.

Aside for the pressures for alterations in organization and teaching method, growing numbers of adult students by their very nature, impose another set of problems upon universities. Because they are probably more mobile than other students, they often take only a few courses at each of a number of universities, making accreditation difficult. Because they are usually employed during the day, only a few are free to serve on departmental or university committees or in student government offices, a situation that weakens the representative system worked out for students at most

universities. And, because they are frequently more precise than other students in knowing their wants, adult students place increased pressures on universities for highly flexible curricula offered at unusual times. For many of our universities, none of these problems is easily solved.

Despite these problems, it is clear that continuing education offers remarkable opportunities for all our universities. Increasingly, our campuses will benefit from older students whose ideas and experiences can inform our lectures, seminars, public meetings, and coffee hours. Hopefully, too, as universities begin to think more about securing the education needs of as much of the community as possible, they will be drawn into closer contacts with other institutions — libraries, museums, art galleries, and voluntary groups — already active in the field. If so, the long range benefits can be immense. And, finally, by concentrating upon meeting the growing needs of the general community, the universities will begin to place their accumulated wisdom and expertise at the disposal of growing numbers of Canadians, including some of the many previously antagonized by the existing educational systems.

The articles that follow examine some of these, as well as other, problems related to continuing education. They are offered in the hope that they will stimulate discussion in a field that progressively is going to have to attract more attention from Canadian academics.

Ian MacPherson

Prof. MacPherson teaches History at the University of Winnipeg.

Les universités canadiennes font depuis longtemps de l'éducation des adultes. Les facultés et écoles d'enseignement professionnel jouent un rôle important dans ce domaine depuis le 19^e siècle; nombre d'universités ont des départements d'enseignement hors-cadres depuis les années 1920; l'Université St-François Xavier et quelques autres ont vu dans l'éducation des adultes le principal moyen de transformer les collectivités; quelques-unes, surtout aux premiers temps de la radio, ont réussi à adapter les moyens de communication sociale à un enseignement universitaire largement conçu; et, phénomène significatif, quelques-unes considèrent aujourd'hui l'éducation des adultes comme leur principal secteur d'activité.

Depuis quelques années, cet intérêt historique se répand et se diversifie. De nombreux facteurs concourent à cet état de choses: l'université est devenue accessible à un plus grand nombre d'étudiants; la majorité des gens ont plus de loisirs et souvent plus de ressources financières; les jeunes professeurs recrutés au cours des années 60 accordent de plus en plus leur appui à ceux de leurs aînés qui prônent l'éducation des adultes; pour parer à la baisse des inscriptions, les universités s'efforcent de recruter de nouveaux étudiants; la «recherche-action» s'est développée, et certains ministères de l'éducation exercent des pressions de plus en plus fortes. Les universités commencent à prendre conscience de la portée immédiate et des conséquences possibles de la rapide expansion de ce secteur d'activité, d'où l'apparition d'une série de défis et de problèmes.

L'une des nécessités les plus évidentes et pourtant les plus difficiles à cet égard, c'est d'arriver à s'entendre sur l'étendue du champ de l'éducation des adultes. Pour les traditionalistes, qui craignent peut-être à juste titre un abaissement des normes et une surexploitation des ressources disponibles, les universités devraient, au chapitre de l'éducation permanente, se contenter d'offrir les traditionnels cours de recyclage aux spécialistes, les programmes d'enseignement hors-cadres conduisant à un diplôme, et un certain choix de cours non sanctionnés par un diplôme, pour les intéressés. Pour d'autres, l'éducation permanente doit viser à faire de l'université, plus encore qu'elle ne l'est aujourd'hui, le foyer d'un enseignement intégré dont un grand nombre de citoyens bénéficieraient leur vie durant. Comme le montrent quelques-uns des articles qui suivent, cette conception plus large attribue un rôle très actif à l'université au sein de la communauté et parmi les groupes qui, traditionnellement, n'étaient qu'indirectement touchés par l'activité universitaire. Ce qui est en jeu, ce n'est pas seulement une réforme administrative, c'est le rôle fondamental de l'université dans la société.

À cette grande question se greffent d'autres considérations sans doute plus terre à terre, mais néanmoins pertinentes. On s'interroge par exemple sur la place qu'il conviendrait d'attribuer à l'éducation permanente au sein de la communauté universitaire. Faudrait-il l'intégrer complètement aux structures existantes, afin qu'elle reçoive sa part des meilleurs professeurs dont l'université dispose? Devrait-on recourir à des professeurs spécialement initiés aux méthodes de l'éducation des adultes? Et si l'on engageait de tels professeurs, soit à temps partiel soit à plein temps, quels seraient leurs droits et leurs responsabilités?

Si importantes que soient ces questions, elles ne le cèdent en rien aux difficultés que présente l'élaboration de programmes d'enseignement adaptés aux adultes. Sur un plan assez

élémentaire, il y a la difficulté de déterminer la charge de travail des professeurs: souvent, celui qui enseigne à des adultes dont la principale préoccupation n'est pas celle d'un étudiant a moins d'enseignement magistral mais plus de direction personnelle à donner, et sa semaine comporte moins de cours de trois heures mais plus de conférences de fin de semaine ou de longues réunions tous les quinze jours. Il est difficile, quoique certainement possible, de déterminer comment ces activités peuvent se comparer à un enseignement magistral commodément structuré. Plus difficiles sont les décisions à prendre sur la façon de se servir de tous les media (journaux, radio et télévision), comme le montreront quelques-uns des articles qui suivent. La prestation de services à la population rurale, souvent mal servie au cours des dernières années, suscite des difficultés particulièrement épineuses. L'initiation des professeurs d'université à la psychologie des adultes suscite par ailleurs des difficultés que le monde universitaire tend à sous-estimer gravement. Enfin, il y a les problèmes liés à la présentation d'un enseignement universitaire sous une forme nouvelle et stimulante dans des lieux autres que la salle de cours ou la salle de conférences de l'université.

En plus d'obliger les universités à repenser leurs structures et leurs méthodes d'enseignement, l'accroissement du nombre d'étudiants adultes met les universités en face d'une autre série de problèmes. Parce qu'ils sont vraisemblablement plus mobiles que les autres étudiants, les étudiants adultes suivent souvent quelques cours à plusieurs universités de suite, ce qui crée des problèmes d'équivalence. Du fait qu'ils ont ordinairement un emploi durant le jour, ils sont rarement libres de faire partie d'un comité départemental ou universitaire ou du gouvernement étudiant, situation qui affaiblit le régime de représentation prévu pour les étudiants dans la plupart des universités. Et parce qu'ils connaissent souvent leurs besoins mieux que les autres étudiants, les adultes obligent davantage les universités à adopter des programmes d'études très souples et comportant des horaires inhabituels. Pour beaucoup de nos universités aucun de ces problèmes n'est facile à résoudre.

Quoi qu'il en soit, il est certain que l'éducation permanente offre des possibilités extraordinaires à toutes nos universités. De plus en plus, elles sont appelées à bénéficier de la présence d'étudiants plus âgés, dont les idées et l'expérience enrichiront les cours, les séminaires, les réunions publiques et les pauses-café. De plus, il y a lieu d'espérer qu'ayant à se préoccuper davantage de l'instruction d'un large secteur de la population, les universités établiront des liens plus étroits avec d'autres institutions déjà actives dans ce domaine: bibliothèques, musées, galeries d'art et groupes bénévoles. Si cela se produit, les avantages qui en découleront à long terme seront énormes. Enfin, en s'efforçant de répondre aux besoins croissants de la collectivité dans son ensemble, nos universités commenceront à mettre leurs réserves de sagesse et de connaissances au service d'un nombre toujours croissant de Canadiens, dont beaucoup étaient jusqu'ici rebutés par les systèmes d'éducation existants.

Les articles qui suivent examinent quelques-uns des problèmes que pose l'éducation permanente. Nous espérons qu'ils favoriseront les échanges d'idées sur un secteur d'activité auquel les universitaires canadiens devront accorder une attention croissante.

Ian MacPherson

Professeur MacPherson enseigne l'Histoire à l'Université de Winnipeg.

L'ÉDUCATION DES ADULTES DANS bilan et LES UNIVERSITÉS DU perspectives CANADA Mario Ferland

In their effort to respond to the needs of adults, Canadian universities have adopted a great diversity of approaches. The differences of approach between anglophone and francophone universities rest basically on the "integration" of continuing education, the former integrating the Extension unit in the university administrative structure, and the latter, trying to integrate the adult among the "regular" students.

Each type of integration has an impact on the role of the educator. With an integration of the structure, methodology can be more easily adapted to the special needs of adults; with an integration of the clientele, teaching adults becomes a part of the normal duties of the professor.

Thus, depending on what is meant by "integration" of continuing education, the organizational structure of the university or the role of the professor will eventually be changed.

Great care should be taken to ensure that new orientations will not be to the disadvantage of the adult learner.

Dans un court article paru dans le *Bulletin de l'Association des services d'éducation des adultes et écoles d'été des universités de Canada* (CADESS)¹, le directeur de la Division de l'éducation continue de l'Université de la Colombie-Britannique, le Dr Gordon Selman, soulignait l'urgente nécessité d'une étude sérieuse sur la situation de l'éducation des adultes dans les universités du Canada.

La suggestion ne manque pas d'intérêt et il est à souhaiter qu'elle soit réalisée dans les plus brefs délais: pareille analyse, en effet, n'a pas été menée depuis une vingtaine d'années² et, actuellement, il est tout à la fois urgent et important que l'on fasse le point dans ce domaine. Un peu partout dans le monde on assiste, depuis quelque temps, à une floraison abondante de rapports régionaux, nationaux ou internationaux sur l'éducation. Selon la philosophie de l'éducation qui les inspire (éducation permanente, continue, récurrente, itérative, etc.), les auteurs de ces rapports proposent à l'université de nouvelles orientations et lui assignent un nouveau rôle dans la société. Mais, avant que nos universités ne prennent une nouvelle orientation, il serait opportun que l'on établisse de façon assez précise comment elles ont jusqu'à maintenant répondu aux besoins de la société canadienne et vers quelles formes de réponses elles tendent à s'orienter.

Une étude comme celle que propose le Dr Selman permettrait d'abord de constater que, selon leurs milieux, selon leurs traditions et selon leurs possibilités, les universités du Canada ont apporté, aux besoins des adultes, les réponses les plus variées. En effet, même si, d'un bout à l'autre du pays, la clientèle qu'il s'agissait de servir avait cette caractéristique commune d'être composée de personnes dont l'occupation principale n'est pas de poursuivre des études, les structures pédagogiques et administratives responsables de cette clientèle, de même que les activités éducatives organisées à son intention, diffèrent grandement d'une université à l'autre. Il est assez difficile de décrire en termes d'objectifs, d'organigramme et de responsabilités la structure-type d'un Service d'éducation pour adultes dans une université du Canada et il est impossible de décrire le programme-type de cours organisé à l'intention des adultes: conditions d'admission, durée, attestation, etc.

En plus de dégager la différence énorme qui existe, au niveau des structures et des programmes entre les Services d'éducation pour adultes, une étude comme celle que propose le Dr Selman permettrait encore de constater que les universités anglophones ont adopté, en matière d'éducation des adultes, une approche commune différente de celle qu'ont utilisée les universités francophones. Afin de répondre aux besoins éducatifs des adultes, les universités anglophones ont établi, sur le modèle des universités américaines et anglaises, des « Extension Division » ou « Extension Department ». Ce type d'organisation souple et efficace permettait de rejoindre les adultes et de leur offrir des activités adaptées à leurs besoins. En outre, comme le principe même de l'« extension » de l'enseignement universitaire correspondait à l'esprit pratique anglais de qui il était issu et comme les structures, dont il était doté, s'adaptaient parfaitement à celles de l'université elle-même, l'éducation des adultes a été généralement acceptée par les anglophones comme une des fonctions de l'université.

Quant aux universités francophones, à défaut de modèle emprunté aux universités françaises, elles ont dû s'efforcer d'adapter l'« Extension Division » ou l'« Extension Department ». Mais une fois transposée dans un système basé sur la « faculté », cette structure ne pouvait jouer pleinement le rôle qu'on en attendait et, dans certains cas, elle ajoutait même à la complexité administrative de l'ensemble de l'université. Au surplus, comme la conception élitiste de l'enseignement supérieur, qui caractérise les universités de type français, s'accommodait mal du principe de l'« extension » de l'enseignement universitaire à des clientèles « non régulières », on a eu tendance à considérer l'éducation des adultes comme une fonction marginale et, par conséquent, peu importante, de l'université.

Telles sont, vraisemblablement, les deux principales caractéristiques de l'éducation des adultes que révélerait une étude comme celle que suggère le Dr Selman: une extrême diversité dans les structures d'organisation et dans les activités offertes et une différence marquée entre les universités anglophones et les universités francophones en ce qui a trait à la place et à l'importance de l'éducation des adultes dans les fonctions de l'université.

* * *

Reste à savoir comment les universités chercheront à s'adapter, sur le plan administratif et pédagogique, à la philosophie nouvelle de l'éducation et quelles incidences cette adaptation aura sur le rôle des professeurs.

Les théories actuellement à la mode, comme on le sait, présentent l'éducation comme un processus global qui va du début à la fin de la vie. En d'autres termes, l'éducation d'un individu ne doit pas se faire seulement dans un type d'institution (l'école ou l'université), par l'étude d'un nombre limité de disciplines traditionnelles (français, mathématiques, etc.) et selon un seul type de relation pédagogique (celui qui sait — celui qui ne sait pas); de même, elle ne doit pas se terminer avec l'acquisition d'un parchemin. L'éducation, dans notre société, doit être permanente, ou plutôt constante.

Au niveau universitaire plus qu'à tout autre niveau, il n'est plus nécessaire, selon cette théorie, de faire une distinction entre l'éducation des jeunes

et l'éducation des adultes; aussi s'accorde-t-on généralement pour poser le principe que « l'éducation permanente devrait être intégrée aux structures administratives et financières de l'université »³. Il y a donc tout lieu de croire que les prochaines années, dans le domaine de l'éducation des adultes au niveau universitaire, seront marquées du signe de l'intégration.

Toutefois, même dans la perspective d'un effort commun d'intégration, il est à prévoir que la différence d'approche signalée plus haut entre les universités anglophones et les universités francophones continuera de se manifester, car on ne s'accorde pas sur ce qui doit faire l'objet d'intégration.

Dans les universités anglophones, en effet, c'est principalement sur les structures que semble porter l'effort d'intégration, alors que dans les universités francophones on cherche le moyen d'intégrer les adultes au point que toute l'université devienne « en état d'éducation permanente ».

Convaincues par leur longue expérience et par les résultats d'initiatives récentes comme *Open University* et *University Without Walls* que les adultes doivent être traités de façon particulière⁴, les universités anglophones continueront vraisemblablement à opérer des « Division of Continuing Education » et des « Summer Schools »; et il ne serait pas surprenant que ces organismes prennent, dans l'université, une place de plus en plus importante tant par la quantité des clientèles qu'ils desservent que par la variété et la qualité des programmes qu'ils offrent.

De ce point de vue, le cheminement suivi par l'Université de Toronto devient tout à fait significatif. En effet, après avoir, en 1970, approuvé le PACE Report (Presidential Advisory Committee on Extension), les dirigeants de l'université ont cherché à appliquer les recommandations qu'il contenait dont, en particulier, celle citée plus haut ayant trait à l'intégration de l'éducation permanente dans les structures administratives et financières de l'université. Après trois années d'effort, on aboutit à la création du « Woodsworth College » réservé exclusivement aux adultes qui poursuivent des programmes d'études à temps partiel et à la transformation de l'« Extension Division » en une « School for Continuing Studies » responsable de tous les programmes particuliers. Ces deux organismes sont, sur le plan administratif et financier, intégrés à l'université, mais ils possèdent une autonomie suffisante pour leur permettre de répondre de façon appropriée aux besoins particuliers de leur clientèle, les adultes.

En matière d'intégration, les universités francophones semblent vouloir prendre une orientation bien différente; c'est du moins, l'impression que l'on retient à la suite du Colloque sur *l'Université dans une société éducative*⁵ tenu au Mont Orford en mai dernier. De ces trois jours d'étude et de discussion, il se dégage principalement l'idée que l'université devra se transformer au point d'accueillir avec une égale sympathie les jeunes et les adultes. Ainsi, au cours des prochaines années, les universités francophones chercheront sans doute à marquer le pas en s'efforçant de réaliser la philosophie mise de l'avant par le Rapport Faure⁶ et les autres rapports qui s'en sont inspirés. À cet effet, on voudra faire en sorte que les mêmes unités pédagogiques de l'université servent à la fois les besoins de ceux qui

sont déjà sur le marché du travail et de ceux qui se préparent à y entrer.

* * *

Dans la mesure où cette analyse, forcément trop simple, décrit assez justement les orientations actuelles des universités dans le domaine de l'éducation des adultes et dans la mesure, également, où les tendances décrites se réaliseront effectivement, les incidences sur le rôle du professeur seront tout à fait différentes selon qu'il se retrouve dans une université qui tend à intégrer des structures ou dans une université qui tend à intégrer les clientèles.

Dans toute université où la population étudiante comprend un bon nombre d'adultes, les professeurs sont appelés à utiliser une pédagogie qui tienne compte du caractère particulier de ces étudiants. Les personnes qui sont engagées sur le marché du travail et qui reviennent aux études ont déjà, par leur expérience, une connaissance pratique des sujets qu'elles se proposent d'étudier. De plus, la formation que recherchent ces personnes est d'application immédiate du fait qu'elle se situe davantage au niveau du vécu. Enfin, leurs conditions de vie ne les laissent pas toujours entièrement disponibles pour leurs études. Tout cela exige donc que l'on remplace l'action pédagogique traditionnelle par un processus d'apprentissage plus conforme aux principes mêmes de l'andragogie⁷.

Dans les universités où les adultes se retrouvent à l'intérieur d'une structure pédagogique et administrative particulière, le professeur peut plus aisément et avec plus d'efficacité adapter son enseignement puisque cette structure fonctionne entièrement dans une perspective d'éducation des adultes, et qu'au surplus, c'est de son plein gré que le professeur accepte de se plier aux exigences de cette clientèle.

Par ailleurs, dans les universités où les adultes sont intégrés à l'ensemble de la population étudiante, le professeur a plus de difficulté à adapter son enseignement, étant donné la grande diversité de ses étudiants au plan des besoins de formation, des objectifs éducatifs et des conditions d'apprentissage. En outre, si, pour accommoder la clientèle adulte, l'unité pédagogique à laquelle appartient le professeur décide d'offrir des cours en dehors des lieux et des temps habituels, il faudra bien que, bon gré mal gré, le professeur se plie à cette exigence.

Or il s'agit là, essentiellement d'un des deux aspects de l'éducation permanente qui affectent en

profondeur, le rôle même du professeur. Comme on l'a vu plus haut, le fait que l'université accueille, dans des structures particulières ou parmi ses étudiants dit «réguliers», un nombre important d'adultes oblige le professeur à adapter son enseignement aux besoins de cette clientèle. De plus, le fait que certaines activités, organisées de façon particulière pour cette clientèle, soient considérées comme faisant partie des responsabilités de l'université peut, sur le plan professionnel, avoir des répercussions importantes sur le rôle du professeur.

Dans la plupart des universités, on le sait, l'enseignement en soirée, l'été ou hors-campus est considéré comme une surcharge pour le professeur qui se voit rétribuer en supplément pour ce travail. Mais l'université qui, dans une perspective d'éducation permanente, intègre entièrement les adultes, considère que ce genre d'activité fait partie de la tâche normale du professeur. Ce dernier y perd sans doute l'occasion de faire quelques appoints intéressants mais, sur le plan professionnel, il peut y gagner en exigeant que l'université tienne compte de sa participation à de telles activités lors de certaines évaluations comme celle, par exemple, ayant trait à l'agrégation.

Cette situation a toutefois l'inconvénient de restreindre la liberté du professeur face à des activités telles que les cours du soir ou les cours d'été: il ne peut plus, en effet, refuser d'y participer puisqu'elles font partie de la fonction de l'université et, par le fait même, de sa tâche normale. De leur côté, les responsables des cours du soir ou des cours d'été n'ont plus la liberté de refuser les professeurs qui ne réussissent pas à adapter leur enseignement aux exigences particulières de cette clientèle. En dernière analyse, ce sont donc les adultes eux-mêmes qui y perdent par suite d'une diminution de la qualité de l'enseignement.

* * *

En somme, la conception que les dirigeants d'une université se font de l'éducation permanente et surtout l'attention particulière qu'ils sont prêts à accorder aux adultes qui reviennent aux études après avoir franchi une étape de leur formation⁸ déterminera les changements à apporter non seulement dans les structures de l'université mais également dans la tâche et le statut des professeurs.

Au Canada comme dans bien d'autres pays, les universités cherchent à s'adapter aux besoins de la société environnante; pour ce faire, elles ont, jusqu'à maintenant, inventé ou emprunté des

modes de fonctionnement qui tenaient compte des exigences des clientèles à servir. Il faut maintenant veiller à ce que, sous l'influence de théories nouvelles, on ne prenne pas une orientation qui soit au désavantage des adultes.

L'auteur était, en 1973-1974, président de l'Association des services d'éducation des adultes et écoles d'été des universités du Canada, connue sous le sigle de CADESS (Canadian Association of Departments of Extension and Summer Schools); il est également directeur par intérim de l'Extension de l'enseignement à l'Université Laval.

NOTES:

- ¹ Gordon Selman, *CADESS should Sponsor a Volume about University Continuing Education in Canada*, dans Bulletin, vol. 6, n° 2, April 1974 (Canadian Association of Departments of Extension and Summer Schools), p. 1.
- ² Plus précisément, depuis 1955, lors de la parution de *Adult Education in the Canadian University* publié et distribué par la Canadian Association for Adult Education (C.A.A.E.).
- ³ *L'Université québécoise du proche avenir*, Éditions Hurtubise HMH, Montréal 1973, p. 70. Le Comité des objectifs de l'enseignement supérieur, dans son rapport au Conseil des universités du Québec a fait sien ce principe qui avait d'abord été mis de l'avant par l'Université de Toronto dans son *Report of the Presidential Advisory Committee on Extension* (University of Toronto, texte ronéotypé, July 1970, p. 15), mieux connu sous le nom de PACE Report.
- ⁴ Lors d'un exposé qu'il faisait au siège social de l'Université du Québec à Québec en novembre 1973 dernier, M. Donald Swift, professeur à la Faculty of Educational Studies de l'Open University a insisté sur le fait que l'expérience de l'Open University a démontré hors de tout doute que «les adultes apprennent d'une façon différente des jeunes». («Adults learn differently»).
- ⁵ ACDEAULF (Association canadienne des dirigeants de l'éducation des adultes des universités de langue française), *L'université dans une société éducative*, Colloque, Centre d'Art d'Orford, du 14 au 16 mai 1974.
- ⁶ Edgar Faure, *Apprendre à être*, UNESCO-Fayard, 1972.
- ⁷ Parmi les très nombreux ouvrages qui traitent des particularités de l'adulte en situation d'apprentissage, il convient de citer: Knowles, Malcolm S. *The Modern Practice of Adult Education*, Association Press, New York, 1970. Knowles, Malcolm S. *The Adult Learner: A Neglected Species*, Houston, Gulf Publishing Co., 1973. Miller, Harry L. *Teaching and Learning in Adult Education*, New York, MacMillan, 1964. Klevins, Chester, *Materials and Methods in Adult Education*, New York, Klevins Publications, 1972. Houle, Cyril O. *The Design of Education*, San Francisco, Jossey-Bass, 1972.
- ⁸ On aura beau insister sur le fait que l'éducation est un processus continu, il n'en reste pas moins que la formation d'un individu sera toujours répartie en étapes selon lesquelles la société peut confier des tâches et des responsabilités précises à chacun.

THE CONTINUING EDUCATION FUNCTION

some implications

Laurence E. Devlin

The transmission of knowledge through teaching, the creation of knowledge through research and the diffusion of knowledge through continuing education have developed as the three central emphases of a modern university.

The organizational expression of teaching and research functions is relatively mature. There is an internal division of labour based, in part, on shared expectations for the manner in which individuals will contribute to each function. Reward systems reflecting such contributions are well established.

The continuing education function is much more opaque. A consensus on the meaning of the term "continuing education" is still developing. Variable patterns of administrative and academic organization to perform the function reflect its formative stages. Yet the capacity of organizations to pursue undefined objectives is well documented and despite the absence of a consensus, the continuing education function is now one of the three central

academic goals to which North American universities direct their efforts.

In Canada, continuing education has not arrived *deus ex machina* on the university stage. Extension or extra mural work was conducted at both Queens and McGill during the latter half of the 19th Century. The Act establishing the University of British Columbia in 1908 provided for "such extra-collegiate and extra-university instruction and teaching as may be recommended by Senate." In the same year, Henry Marshall Tory, in his first Convocation address as President of the University of Alberta, noted:

The modern State University has sprung from a demand on the part of the people themselves for intellectual recognition....The people demand that knowledge shall not be the concern of scholars alone. Mr. Chancellor, I consider that the extension of the activities of the university... is a work second to none.

The initial efforts of St. Francis Xavier University

in the Atlantic Provinces grew into the Antigonish Movement during the 1920's.

The inspiration for Canadian efforts was both British and American. But what is presently described as continuing education has a long historical tradition at many Canadian institutions and, as the research function of universities is a product of late 19th Century developments in higher education, so the continuing education function is a product of 20th Century society.

Non-Degree Programs

Programs described as non-degree or non-credit are generally recognized as one element of the continuing education function. National examination of such activities has only just begun. In the first survey by Statistics Canada, a total of 205,178 registrations was reported by 48 universities for the academic year 1970-1971. In the same year, there were 309,818 full-time and 114,486 part-time credit

students registered in Canadian universities and colleges. The number of non-degree registrations is thus significant and at current rates of growth, may equal or exceed credit registrations by the end of the decade.

Contrary to myth, few non-degree activities sponsored by universities are egalitarian in nature. Research has shown consistently that non-degree participants are not synonymous with the general public — at least in a demographic sense. Most have a level of formal education which includes previous university study and a very large percentage already hold first or second degrees. Because of the link between educational and occupational achievement, participants from professional, technical and managerial groups are over-represented, given their total distribution in the occupational structure. Inexorable social processes which influence personal choice in all areas of consumption also operate on the choice of institutions to which individuals look for continuing education. School and college based programs of adult education have a distinct audience. The audience for university sponsored non-degree programs is equally discrete.

A close examination of non-degree activities at most universities reveals what may be alternately described as an educational mosaic or an organizational confusion. Not all such activities are offered through Extension or Continuing Education units. Individual faculties and departments sponsor many programs, often without recognizing that they are part of the continuing education function. Short courses, conferences, workshops, seminars, lecture series, residential weekends, independent study, tutorials, directed readings, television and radio are all employed to discharge the continuing education function, whether formally expressed as such or not.

Many non-degree programs are imaginative in both design and execution. There is a sense of inquiry and commitment by students and the milieu is one which attracts senior scholars and teachers. Learning is centered on the acquisition of knowledge rather than credit, relationships are collegial rather than authoritarian, and in the transmission of current disciplinary knowledge to interested adults, there is a quality of intellectual excitement often missing from the education of youth.

Despite these characteristics, some faculty reservations about the university's role as a sponsor of non-degree programs continue to be expressed. Upon analysis, reservations are usually based on superficial differences between the design and presentation of non-credit programs, and those which are part of the university's credit initiatives. There is also a persistent myth that the intellectual level of non-degree programs or those who attend is significantly different from that expected under university standards. Research would suggest, however, that while differences may be significant, they are not in the direction predicted.

It seems clear that there will be a continuing growth of non-degree programs and that they will engage increasing numbers of faculty both in teaching roles and in planning and consulting roles. The fundamental impetus is the desire of mature adults for knowledge: knowledge related to the practise of a profession or occupation; knowledge which is helpful for the amelioration of community or societal problems; knowledge to liberate the human spirit through personal growth; knowledge as an end in itself. The power of these motives either alone or in interaction is self-evident. At present, some of the more systematic non-degree programs extending over several years are already indistinguishable from credit programs, except by the artificial distinction of nomenclature.

Because of their present academic magnitude and growth potential, the need for systematic attention to the governance, administration, coordination and financing of non-degree efforts at most institutions is acute. Although the academic reputa-

tion of a university is inseparable from the quality of its total program — whether credit or non-credit — the policy basis for non-degree offerings is surprisingly weak. This weakness promotes development by default, often to the detriment of general standards of excellence to which universities subscribe.

Because the administrative jurisdiction of non-degree efforts is confused, there is duplication of functions such as staffing, academic development and dissemination of program information to the external public. Most universities lack an adequate internal structure for the careful identification of community needs, and programs are launched with little attention to short or long term planning. The absence of internal coordination promotes overt or covert competition among various academic units, all of which may be developing programs for the same section of the external public, often at the same time. Many problems to which non-degree programs are addressed require an inter or multi-disciplinary approach, yet because coordination is weak, scarce academic resources are too often dissipated by individual efforts.

Finance is a continuing dilemma. Universities do not normally receive government support for non-degree programs. Where internal policies exist at all, there is usually a heavy obligation on participating students or the sponsoring unit to meet a major share of direct costs. Such constraints prejudice academic quality and prevent the initiation of significant programs for which there is demonstrated need. They also distort the administration of these efforts.

In particular, the academic governance of non-degree offerings is weak. At the departmental level, interest and commitment varies widely which creates uncertain expectations for individual faculty members. Some departments include non-degree work in their planning and staffing policies and are regular contributors to continuing education programs. Others respond only to specific requests while a third group is almost totally passive and a fourth is hostile.

Senior academic bodies such as Senates have just begun to approach the governance of non-degree programs at many institutions. This consideration often suffers by the absence of representation from Extension or Continuing Education units on the Senate or its equivalent. In this absence, debate tends to be badly informed and counter-productive since those most intimately associated with the academic and professional realities of continuing education are unable to assist in the formulation of university-wide policy.

As a necessary minimum for the orderly governance of non-degree programs, the individual faculty member should have a clear understanding of an institution's expectations for participation in such work and these expectations should be reflected in a Tenure Document or similar contractual statement. The criteria by which academic performance is to be judged should be made explicit and related to other criteria normally applied when assessing career mobility. That few Faculty Associations have yet directed their attention to such matters may be viewed as surprising in view of the growing commitment of faculty time to non-degree instruction.

The present university practise of staffing non-degree work on an overload basis should also be examined. It is presently inimical to sound faculty relations. Honoraria are seldom adequate to reflect the teaching time expended, and, under the policies of most universities, are not intended to be. Some institutions engage in practises which may only be described as venal. A more equitable approach would be to define general faculty obligations to include credit and non-credit instruction and adjust teaching loads accordingly.

Resistance to involvement in the continuing education function often occurs when such involvement is additional to current responsibilities of

credit instruction and research. If universities are to prosecute non-degree programs successfully, there must be some redistribution of existing responsibilities at the individual faculty level.

Degree Credit Study

The second major element of the continuing education function is degree study on a part-time basis. While this phenomenon manifests itself in various ways at different institutions, the number of part-time credit students has increased dramatically on a national basis during the past five years. The growth rate of part-time studies is much higher than full-time studies and if current trends may be projected, part-time study may be the dominant pattern by which undergraduate degrees are pursued in the immediate future.

Central to an understanding of part-time credit study is the growing deterioration of temporal divisions in the traditional academic calendar. While tradition is not abandoned without cost, the definition of a university day as 8 a.m. to 5 p.m., a university week as Monday to Friday, and a university year as September to April has been inimical to the educational aspirations of qualified adults whose occupational or family responsibilities prevented attendance within these periods.

The debate over access to higher education has obscured the obvious. For qualified adults, access is synonymous with securing an appropriate sequence of credit courses at a time when it is possible to attend. Because of the traditional calendar, it is the administrative as much as the academic operation of universities which has intruded most on the question of "openness".

Responsibility for the organization, administration and financing of credit courses offered outside normal periods has been the basis for an internal division of labour through the creation of Extension Departments or similar units. However, it now seems clear that what was formerly the responsibility of one special academic unit will become the responsibility of the university as a whole in the immediate future.

To plan and offer degree credit courses during the evenings, weekends and at off-campus locations in such a way that it is possible for a student to begin or complete degree studies over a period of years is more a question of will than technique. It is not necessary to replicate all daytime offerings. The range of courses in most faculties is sufficiently broad so that a judicious selection and grouping will permit the development of part-time programs which preserve the integrity of disciplinary organization.

Such programs will, however, require greater attention to the planning process. External need must be carefully defined. Course sequences must be developed, projected and announced in advance for a period of several years. Course patterns must be stable and predictable so that the student is guaranteed an orderly pattern of access. There must be ongoing program evaluation and adjustment to meet specific educational needs or conditions. Academic support services will have to be coordinated to facilitate program goals. To assist faculties in planning, specialized staff resources must be available, either on a university-wide basis, or within particular academic units.

Yet the extension of existing credit courses is not the *sine qua non* of development in this element of the continuing education function. Effective academic service assumes the creation of new degree programs and patterns of study based on the needs and experience of adults. At present, there is little modification of educational structures and processes beyond those made by the skilled teacher within a particular classroom. Methods are those of pedagogy rather than andragogy. The mature student pursuing a degree follows a pattern of courses and a process of education which is designed for pursuit by the student of age 18 to 21.

A key assumption in the development of

curricula for the young has been that of student ignorance. In contrast, the adult student brings an experiential dimension to higher education which is inconsistent with this assumption. Such experience may manifest itself as theoretical naivety in a disciplinary sense. Yet it must be accommodated as the number of adult students increases. Rigid program requirements which prescribe the nature, number and order of courses to be followed are inimical to the natural learning style of many mature students.

To some faculty members, the differences between younger undergraduates and mature students are self-evident and can be harmonized within the uniqueness of each discipline. What is not so evident is the discordant nature of university procedures applied to mature students. There is no functional concession to the possibility that an adult brings a significant grasp of a subject when he returns to university. Course challenge techniques to vet external experience are awkward, punitive and unduly mysterious. Knowledge acquired under an aegis other than a university is viewed with suspicion. Even the transfer of credit among universities is still in a grudging stage. The pace and pattern of learning is immutable. Prescriptive course sequences vitiate the adult capacity for independent inquiry and self-directed learning.

While there is some legitimate skepticism about the need to distinguish between students of different ages, most Canadian universities have been delinquent in achieving even a gross adjustment of learning conditions and administrative procedures to facilitate adult study.

There is a need for new degree credit programs which reflect the learning and life style of adults while maintaining the traditional values of academic rigour. Such programs might, for example, include independent or tutorial study as a central organizing principle. This principle permits study at a time, place and pace which can be more easily reconciled with limited discretionary time. New program formats such as the use of residential weekends on campus might also be explored. The present rigid pattern of a fixed number of lectures each week is often frustrating for both faculty and students. Spacing and massing of learning experience is virtually unknown in existing degree credit programs. Finally, the technology of higher education has special implications for degree study by adults, especially those unable to attend a central campus location. The dismal failures of technology are legion. Yet as the Open University experience

demonstrates, technology may, with thoughtful direction, be a powerful asset in transmitting both the values and substance of higher education to those who have been excluded because they were unable to fit an established model of university operation.

Continuing Professional Education

For professional schools and faculties, the choice is not whether to respond, but how to respond to demands for continuing education, whether expressed in a credit or non-credit form. The central problem which must be examined in such disciplinary areas is the question of what content should be mastered in the pre-professional stage, and what should be learned during professional practise which may span a lifetime.

Professional school faculty are legitimately anxious about the large body of complex and new knowledge to be learned in the relatively short period afforded by pre-professional education in most university programs. In certain professions, a safe or competent level of performance by the neophyte is the minimum criterion applied for graduation and subsequent entry into practise. A typical response to this problem is to argue for a lengthened period of training. Yet preoccupation with the quantity of knowledge to be mastered in the pre-professional stage is the very assumption which must be questioned.

It would be academically possible for schools such as medicine, nursing, engineering, law, social work and education to direct their entire academic effort toward current practitioners. In some disciplines, such a linkage would be a more natural one than the allocation of resources to pre-professional training since it would permit the active and rapid dissemination of research knowledge to individuals whose quality of performance is of vital interest.

Evaluating the quality of performance is a major concern of individual practitioners, professional bodies, government, and society at large. In part, quality of performance rests on possession of the most current knowledge in a particular field. A central source of current knowledge is the faculty or school which performed the initial responsibility of pre-professional training.

Only through some type of systematic continuing education process is it possible for both faculties and practitioners to satisfy the obligations

of effective performance which are both expected, and, increasingly, demanded by an external public and regulatory agencies.

Studies of continuing professional education consistently reveal an embarrassing and serious finding — the number of practitioners within any field who are active participants in the process of continuing education is relatively small when judged against total members of that profession. While this question is a complex one, it manifests itself in such proposals as compulsory re-licensing.

Individual participation during a lifetime of practise will vary according to the quantity and quality of opportunity for continuing education provided by professional faculties. Additionally, attitudes toward professional obligations for continuing education during a lifetime reflect those acquired during pre-professional education.

Thus, faculty members of professional schools might anticipate the potential for a major redefinition of both individual and collective roles in the immediate future. Currently, the primary relationship is to pre-professional students, with a secondary relationship to qualified practitioners. A reversal of emphasis seems likely, whether through the creation of specialized sub-units within faculties to serve the field, or through the general reallocation of patterns of academic service.

Summary

The capacity of institutions to accommodate change is a general measure of organizational health. Universities have an ambivalent relationship to change. On one hand, they produce, by their very nature, the new ideas and knowledge by which society develops. On the other, they prize self-government as no other institution and rightly resist the adoption of new functions without cause.

There is no inherent conflict between accepted academic values and the process of continuing education. Both rest on an intimate relationship to the creation, transmission and diffusion of knowledge. That such knowledge is being sought in new ways by mature minds should be a leaven to the ultimate value of wisdom for which universities have always stood.

In the words of Cardinal Newman, "A university is pledged to admit without fear, without prejudice, without compromise, all comers, if they come in the name of truth."

Dr. Laurence Devlin is Director of the Division of Continuing Education. University of Victoria.

CONTINUING EDUCATION

community service and the university

Lawrence S. Cumming

Much has been said and written in recent years about "continuing education", "lifelong education", "education for leisure", "learning to cope with change" and several related spheres of endeavour. In short, the notion that education or learning continues throughout life and is not confined within the years and the walls of formal schooling is gaining popularity. A great many institutions, universities among them, are becoming increasingly involved in adult and continuing educational activities and seeing a considerable future in them.

Allan Thomas, Chairman of the Ontario Institute for Studies in Education's Adult Education Department, has recently prepared a summary and critique of no less than four major Canadian provincial reports on post-secondary education and

six others (some produced by important international bodies) also dealing with continuing education.¹ All of these reported within the two year period 1972 and 1973.

The prestigious Faure report gives considerable emphasis to the idea of lifelong education. The following are but two examples:

Educational strategies in the coming decade should have the rapid development of adult education, in and out of school, as *one of their priority objectives.*² (Emphasis mine.)

and

... the educational enterprise will only become efficient, just and human by undergoing radical changes affecting the essence of educational action, as well as the time and place for education, in short, by adopting the concept of lifelong education.³

The idea that learning is a natural lifelong process and that it is not confined to a period of time during early life or to an institutional setting is not new but its acceptance is clearly growing.

What about the University?

Most universities in Canada are now involved in a variety of continuing education activities and community services. At very least these usually include degree credit programmes for part-time students, an assortment of non-credit courses and several professional workshops, seminars and the like. Other universities have agricultural extension programmes, community development projects and a host of undertakings designed to show an attitude of responsibility towards the environs in which the institution is situated.

Yet one frequently hears a feeling/exhortation voiced that "the university should be more out in the community". Laudable though this concern is, I believe it is rather vital that we examine with some care what it means to be "out in the community". The statement itself raises several questions. What do we mean by "the community"? Might it not be more accurate to think in terms of "communities" or "publics"? Does serving the interests and needs of some publics (teachers, engineers or doctors, for example) discharge us from our obligations to other sectors of society (trade unionists, fishermen or single-parent families)? Whose interests do we most want to serve (business and industry who employ our graduates, our alumni who want to keep up to date in their professional development or those living on the margins of our economy with few tools to employ in the very basic struggles of survival with which they are daily beset)?

In relation to these questions we would do well to clarify also what we mean by terms such as "community service". How does this phrase differ from others like "community improvement" or "community (public) relations"? Why indeed do we want to do anything that strays from our traditional functions of teaching and research?

Present and Potential Roles of the University

It goes almost without saying, I suppose, that the modern university is primarily in the business of producing graduates for employment in business and industry, government service and the professions. This manpower training function (with a few exceptions) is related for the most part to full time students the great majority of whom are young and seeking preparation for their lifetime employment.

On the other hand, when one looks at the total resource picture, one becomes aware that enormous amounts of research in virtually every field of human knowledge is conducted at or through universities, and phenomenal quantities of information and expertise are accumulated. The ways in which this knowledge can be utilized are almost limitless.

This brings me to my view of what a university should be. In essence I see it as a "resource centre" capable of responding to a wide range of individual and societal needs. I like the term "resource centre" because of two important implications: First, the locus of responsibility and action rests very squarely with the user or learner. If needs are to be truly satisfied, those experiencing the needs must be the people who identify them. The customary teaching practise of educational institutions, as we all know, is quite the opposite. Schools or universities make their offerings and students have limited choices within this predetermined set of alternatives.

Secondly, the term "resource centre" is very consistent with the idea of "lifelong learning". Learning takes place throughout life. Formal education or training may occur on a recurrent basis, and a person may make choices among alternative resource centres depending on his needs at the time in relation to what is available.

A word at this stage about my use of the terms "continuing education" and "community service" in relation to the university might be in order. There is considerable overlap in meaning if one can accept that "continuing education" does not imply only courses organized by the university for a public. For me any experiential situation in which the attention of participants is focused on the processes and/or content and from which learnings are deliberately or systematically drawn can be said to be educative. Continuing education need not take place within familiar structures, therefore, to be real. Hence, the overlap in meaning.

University Relationships in Continuing Education and Community Involvement

It could safely be said that the university in continuing education tends to relate to those it knows

best. These groups would include part-time students who, despite differences in age, experience and usually motivation, are interested in getting degrees just as younger full-time students are. Another group would be people taking general interest courses. These for the most part are people already familiar with university environments. Yet another category of people would be professional groups such as doctors or lawyers. A prominent American university adult educator makes this observation as a result of a study which he conducted:

... the level of formal education is the best single indicator of participation in adult education... The tendency is for those with more education to seek additional education, while those with less education tend to shun it.⁵

Sometimes, of course, other non-traditional groups make an appearance and are able to generate a degree of influence sufficient to have their needs heard. I am thinking, for example, of native people's organizations who, due to a combination of factors such as the existence of their organization, government funding in some instances and an academic interest within the university, are able to have programmes designed to suit their stated requirements. For the most part, however, continuing education is related to people with whom the university already has a comfortable relationship.

As far as "community service" and "community improvement" roles are concerned, most of the above comments pertain. Setting aside the more conventional and non-controversial involvements which the university and its members have, officially or unofficially, within the community, any social change activities in which the university becomes engaged as a body will tend to be of the "incremental" as opposed to "radical" variety. Political scientist Allan Campbell ascribes this tendency to the pragmatic, problem-oriented environment of the society and the decision-making structures within universities.⁶

A few paragraphs earlier I implied that universities have a predominantly middle class orientation and clientele. This tends to be true of both full and part-time studies. The Manitoba Post-Secondary Education Task Force Report makes this only slightly muted statement:

Part of the charge levelled against the university that it is a middle-class institution serving middle-class needs is indeed valid. Admissions policies generally are geared towards those who have managed to benefit most from the educational system, research tends to be oriented towards professional groups, and the general services provided for the community are for the most part directed to the alumni. Issues reflecting the needs of the poor, underprivileged, native groups, and immigrants are scarcely attended to or discussed.⁷

Before proceeding to some needs not met, a word about responsibility. One of the leading critics of schooling, Everett Reimer makes a pertinent observation about the pyramidal nature of the educational system and the disproportionate allocation of resources to the apex.⁸ Using the United States as an example he contrasts the money spent on the schooling of the poorest tenth with that on the richest tenth of the population. The totals he quotes per average student are \$2,500 and \$50,000 respectively. In the former group the average schooling is less than five years while in the latter it includes a year of graduate school. Reimer proceeds to argue that "schools make it impossible to equalize educational opportunity".⁹ This may, of course, be true, although it is a much larger issue than the one with which we are concerned in this article. Those of us working in universities may wish to draw other conclusions that relate to our situation. Since universities are unlikely to disappear for some time to come, and since they are and will continue to be both the beneficiaries and the repositories of a very substantial portion of society's educational resources, they bear a very special responsibility for ensuring that these resources are as widely and effectively utilized as possible.

Areas of Need Inadequately Met

Obviously, one cannot realistically expect that universities will give up their present role in society. Given their size, commitments and funding dependencies, they are too far advanced along their present course to turn back. There are, however, other general areas of need in which to become involved. I want now to consider a couple of these.

First, there are social classes whose needs and interests are scarcely touched by the university. (There are exceptions of course.) Universities have several kinds of resources which can be useful to communities — among them:

- (1) Specialized professional or technical knowledge. This is perhaps the most obvious resource.
- (2) Research skills and facilities. I am thinking not only of people with skills in research but also of computers, laboratories and other facilities.
- (3) Audio-visual services. Video tape recording systems, for example, have proved a most useful tool in adult education and community development programmes.¹⁰
- (4) Persons with community development and group process skills are frequently found in university extension departments. Such persons can be of considerable assistance to groups in assisting them in determining their needs.

There is considerable disagreement in universities about the proper role of the university in relating to groups of the powerless within our society in anything but the most conventional fashion. Some would say that the university has no business being involved in any grass roots efforts directed towards social change. Yet there are universities which have for some time been engaged in this very kind of activity while continuing to perform the more familiar functions, of teaching and research. St. Francis Xavier and Memorial Universities are two prominent examples.

In my view a more important issue than what is the "proper role of the university" is the matter of need and who can most effectively respond in the particular circumstances. The university is only one of several resource institutions available, but it should be responsive in situations where it can be useful.

A New Knowledge-Learner Relationship

Implied in the foregoing is the view that the traditional manner of disseminating knowledge as practiced in universities and other schools is not a satisfactory way of meeting the needs of many groups of people who have not hitherto been university clients.

It seems to me that there are two problems here. The first is the kind of image which the University presents. The Report On Post-Secondary Education in Manitoba is very forthright on this point:

People living far from the universities, the community colleges, large museums, and libraries believe that they have difficulty in making their desires known. People living in urban centres frequently are unaware of the possibilities for them in existing institutions. Some are actually intimidated by the formality and the remoteness even of public libraries and are afraid to expose their felt ignorance in night schools, museums and especially colleges and universities.¹¹ (Emphasis mine.)

Those involved in universities have, I think, to ask themselves to what extent the universities are responsible for the existence of this kind of image and whether indeed it is not more than mere image.

The other more fundamental problem is the fact that specialized knowledge tends to be the private preserve of relatively few people. In my estimation, educational processes that are not experience-based will ensure that this situation continues to prevail. Ivan Illich claims that knowledge has become a commodity.

By turning knowledge into a commodity, we have learned to deal with it as with private property. The principle of private property is now used as the major rationale for declaring certain facts off-limits to people without the proper pedigree.¹²

This view of knowledge and its concomitant behaviour are, I recognize, very difficult to break down. I believe, however, that they are major obstacles in the way of a fruitful relationship between the university and many sectors of our society.

Another notion which creates difficulties is the equation of teaching and learning. I agree with Carl Rogers' assertion that "Teaching... is a vastly overrated function."¹³ If we can accept that learning is basically a natural process, and that it need not take place in a formal teaching situation, our task becomes somewhat easier.

For those who are interested in the idea of extending the resources of the university into the community, I think that the views of the Brazilian educator Paulo Freire are especially pertinent. Freire is highly critical of the idea of extension whether practiced by agricultural extension agents, technical assistance experts working abroad or university faculty members working with a community group on a housing problem.

It appears that the act of extension, in whatever sector it takes place, means that those carrying it out go to "another part of the world" to "normalize it", according to their way of viewing reality: to make it their world. Thus in its "field of association" the term extension has a significant relation to transmission, handing over, giving, messianism, mechanical transfer, cultural invasion, manipulation, etc.¹⁴

For Freire, in a concrete interaction where learning takes place, both the "educator" and the "educatee" (not exactly synonymous with "teacher" and "student" because the relationship is one of dialogue and roles are constantly shifting) contribute their "partial knowledge". The professional or technician brings his technical information or skill, and the learner, his knowledge of his own situation.

Knowledge is not extended from those who consider that they know to those who consider that they do not know. Knowledge is built up in the relations between human beings and the world, relations of transformation, and perfects itself in the critical problematization of these relations.¹⁵

Throughout his writings Freire rejects what he terms the "banking concept of education" according to which:

Education... becomes an act of depositing in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize and repeat.¹⁶

Knowledge thus acquired is static whereas knowledge gained through dialogue is active:

... dialogue as a fundamental part of the structure of knowledge needs to be opened to other Subjects in the knowing process. Thus a class is not a class in the traditional sense, but a meeting place where knowledge is sought and not where it is transmitted.¹⁷

Needless to say this raises very serious questions about what happens in every lecture hall across the country. Having raised this contentious issue, however, I shall plead lack of time and space and quickly return to the matter at hand!

Who in the University Should be Responsible?

The university is a very large and complex institution which as an organization tends not to change quickly or easily. In this respect it is not very different from other large organizations. Furthermore it is sometimes difficult to pinpoint precisely whom we mean when we speak of "the university". This is true whether we are talking about responsibility for action or point of view in relation to any given question.

As far as continuing education and community service are concerned there should be what has been

described as a "continuum of commitment" starting with the individual faculty member and stretching through a total institutional effort.¹⁸ The nature and degree of the commitment and the kind of action that can be expected will, however, change as one moves along the continuum. Some of the sectors could be listed as follows:

(1) The Administrative and Policy Making Levels. Since change in universities tends to come about in an incremental fashion, one seldom expects sudden or radical alterations in policy and practice. However, the university which is involved in continuing education and community service should be able to expect of its Board, Senate, President and others a supportive attitude and the kinds of administrative structures which facilitate these involvements.

(2) Departments and Faculties. These too can adopt a tone consistent with that described above. Through adjustments in workloads and by providing various other encouragements, they too can lend substance to this supportive attitude.

(3) Faculties of Education — and sometimes other departments who have a direct professional interest in learning as such. Universities have always been concerned with learning. It would seem reasonable that they should show a concern for how learning takes place at least equal to that for content. Faculties of Education — at least those not solely and totally preoccupied with training teachers for the school system — could offer a useful lead in this area.

(4) Departments of Extension (the "foster children of the university").¹⁹ Recognizing and not ignoring the criticisms of the extension philosophy voiced by Paulo Freire, I still regard the extension department as being in the best position to stimulate, guide and lead the university's efforts in continuing education and service to the community. Such departments are usually staffed by people skilled and experienced in the education of adults, the identification of learning needs and designing programmes in response.

(5) Finally, and most important in my view, is the individual faculty member and his commitment. However, I believe that there is a very important question to be asked in regard to commitment and where it lies. That is: "In whose interests will I use my knowledge or technology?" For example:

If I am an architect, shall I sell my services to the developer of high-rise apartment buildings, or shall I work with groups of citizens assisting them in the design of the kind of community in which they want to live?

If I am an economist, shall I confine my activities to teaching my students, set up a business consulting service on the side or make myself available to engage in an educational process with people who are facing some basic economic problems and seeking to understand and do something about them?

If I am a specialist in drama, shall I direct my attention to the existing interests of the elite groups I know best, or shall I use my skill to enable groups or communities to understand their own reality better?

These are leading questions to be sure. I make no pretence of neutrality in posing them. The words and phrases chosen represent the issues from my personal perspective.

Can the university sustain this kind of questioning if a great many of its members begin choosing options quite divergent from conventional practice? I don't know, although I would like to hope so. In the final analysis, though, I return to the individual faculty member who, I think, must begin by asking this kind of question of himself or herself, although the final answers may be only dimly perceived, and thereby offer leadership to the institution in this vital area.

Mr L. S. Cumming is with the Department of Extension Services at the University of New Brunswick.

FOOTNOTES

- Allan M. Thomas, *A Summary and Critique of Various Reports on Post-Secondary Education in Canada 1969-1973*, prepared for the Canadian Association for Adult Education (CAAE), Toronto, 1974.
- Edgar Faure, et. al., *Learning to Be: The World of Education Today and Tomorrow*, UNESCO, Paris, 1972, p. 206.
- Ibid., p. 142.
- These distinctions are made clear by Kenneth Haygood, *The University and Continuing Education*, Chicago, The Centre for the Study of Liberal Education of Adults, 1962, pp. 12-20.
- Jack London; "The Influence of Social Class Behaviour Upon Adult Education Participation", *Adult Education Journal*, Vol. XX, No. 3, 1970, p. 145.
- Allan K. Campbell, "Politics of University Involvement in Social Change", *Political Backgrounds of Adult Education: The University in Urban Society*, Boston, Centre for the Study of Liberal Education of Adults, 1967, pp. 28-43.
- Report of the Task Force on Post-Secondary Education in Manitoba*, Winnipeg, 1972, p. 104.
- Everett Reimer, "An Essay on Alternatives in Education", *Interchange*, Vol. 2, No. 1, Toronto, Ontario Institute for Studies in Education, p. 26.
- Ibid., p. 26.
- The experiences of the National Film Board "Challenge for Change" and the Memorial University Extension Services "Fogo Process" programmes provide several examples.
- Post-Secondary Education in Manitoba*, Op. Cit., p. 59.
- Ivan Illich, "The Breakdown of Schools: A Problem or a Symptom?", *Interchange*, Vol. 2, No. 4, Toronto, Ontario Institute for Studies in Education, 1971, p. 8.
- Carl R. Rogers, *Freedom to Learn*, Columbus, Ohio, Charles E. Merrill, 1969, p. 103.
- Paulo Freire, "Extension or Communication", *Education for Critical Consciousness*, New York, Seabury Press, 1973, p. 95.
- Ibid., p. 109.
- Paulo Freire, *Pedagogy of the Oppressed*, New York, Herder and Herder, 1970, p. 58.
- "Extension or Communication", Op. Cit., p. 150. Note the use of the word "Subject". In Freire's terms the educator and educatee are the subjects or actors in the learning process. It is interesting to contrast this meaning with the usage that speaks of subjects as courses which are, of course, the objects of study.
- Kenneth Haygood, Op. Cit., pp. 29-30.
- Post-Secondary Education in Manitoba*, Op. Cit., p. 62.

RÉDACTEUR/AGENT D'INFORMATION

Une association professionnelle est à la recherche d'un rédacteur-agent d'information pour son secrétariat situé à Ottawa.

Le candidat choisi devrait posséder les qualifications suivantes: expérience en journalisme, rédaction ou relations publiques; formation universitaire; de préférence, bilingue.

Les tâches comprennent la rédaction d'une revue, l'information et des activités de relations publiques.

Le salaire attaché à ce poste est négociable.

C'est un poste d'un an pour remplacer le rédacteur en congé.

Les intéressés devraient soumettre leur candidature, avec curriculum vitae et lettres de référence à:

Le Secrétaire général
L'Association canadienne
des professeurs d'universités
66, rue Lisgar
Ottawa, Ontario, K2P 0C1

L'ÉDUCATION DES ADULTES OU ÉDUCATION PERMANENTE

**l'université
québécoise à la
croisée des
chemins?**

Gaëtan Daoust et Paul Bélanger

L'éducation des adultes a connu au Québec comme ailleurs au pays, au cours des récentes années, un développement très important qui conduit déjà l'école à s'interroger sérieusement sur sa fonction traditionnelle d'institution consacrée, en priorité sinon à l'exclusive, à la formation des jeunes.

Nous voulons décrire d'abord brièvement les formes que prend l'éducation des adultes au niveau universitaire, pour montrer ensuite comment elle peut, si on en exploite les éléments dynamiques et les forces d'innovation, permettre aux universités d'apporter une contribution décisive à l'instauration d'un régime intégré d'éducation permanente, qui conjugue l'ensemble des ressources éducatives de la collectivité québécoise.

L'éducation des adultes dans les universités du Québec

Bien que difficile à délimiter statistiquement, notamment en raison de catégories administratives qui varient d'une université à l'autre et au fil des ans, le phénomène ne s'en révèle pas moins d'une ampleur le plus souvent insoupçonnée des universitaires eux-mêmes, administrateurs autant que professeurs. En 1970-1971, sur les 109,666 étudiants réguliers des universités québécoises, 23,433 étaient inscrits à temps partiel dans diverses facultés et 30,677 dans les services d'éducation des adultes. Soit un total de 54,110 étudiants à temps partiel et de 55,556 étudiants à temps complet¹.

Ces étudiants à temps partiel se répartissent cependant d'une façon fort inégale selon les diverses fonctions que l'université est progressivement amenée à exercer à travers l'éducation des adultes. Plus de 90% d'entre eux suivent des programmes de type professionnel: près de 60% sont engagés dans des programmes de formation professionnelle initiale, visant à y obtenir un premier diplôme universitaire, et 30% dans des programmes de perfectionnement professionnel. À eux seuls, les programmes de formation des maîtres et d'administration regroupent plus de 70% de tous ces étudiants. Par contre, certaines facultés n'admettent aucun étudiant à temps partiel comme la médecine et autres sciences de la santé (sauf le nursing), la psychologie, l'architecture, en général les domaines où existe une forte corporation professionnelle². L'Université Sir George Williams et l'Université du Québec, qui accueillent les adultes dans l'ensemble de leurs programmes, font exception.

Force nous est de constater que les programmes offerts dans les universités québécoises obéissent encore, le plus souvent, aux normes qui régissent la formation initiale offerte aux jeunes. Il est assez rare qu'on y ait développé des programmes courts de formation initiale spécifiquement conçus pour les adultes, ou des activités de formation ultérieure d'ordre professionnel ou socio-culturel. Les contenus, les conditions d'admission, le régime pédagogique, les critères d'évaluation demeurent ceux d'une formation initiale ininterrompue. On

trouve cependant quelques exceptions, comme dans certaines activités de l'Université de Sherbrooke et plus particulièrement au Service d'éducation permanente de l'Université de Montréal, dont les programmes sont élaborés de concert avec des représentants du milieu et distribués en certificats diversement articulables les uns aux autres pour permettre l'obtention d'un baccalauréat après l'équivalent de trois années d'études à temps complet. Ce service d'éducation permanente s'est à cette fin doté d'une trentaine de professionnels responsables de ces programmes et possède une équipe de recherche affectée à des travaux d'analyse de besoins, d'élaboration de modèles de programmation, d'évaluation et d'analyse plus prospective en matière d'éducation permanente. Notons aussi le service particulier d'accueil pour les adultes à l'Université Laval, et la Télé-université de l'Université du Québec.

Les régimes académique, administratif et financier des universités québécoises favorisent nettement, en éducation des adultes comme dans l'enseignement aux jeunes, la création de programmes longs, crédités, visant à la promotion individuelle de leurs destinataires. On y retrouve bien peu d'activités de type collectif visant à mieux instrumenter scientifiquement des groupes de citoyens aux prises avec des problèmes collectifs, ou à promouvoir dans le public des analyses critiques ou des questionnements nouveaux.

Si l'éducation des adultes universitaires remplit une réelle fonction de démocratisation de l'accès au savoir, il n'en faut pas moins constater que cette fonction est limitée à certains secteurs et que, dans la pratique, elle s'exerce substantiellement en faveur d'un certain nombre d'individus par ailleurs déjà privilégiés au plan éducatif.

Le phénomène de l'éducation des adultes n'en est pas moins devenu à ce point important que la plupart des universités du Québec ont entrepris de réviser substantiellement les structures administratives où s'exerce cette fonction. Sous réserve des nuances particulières à chaque institution, on peut sans doute dire que la tendance générale vise à resituer l'éducation des adultes dans l'ensemble de l'université, quitte à y procéder différemment selon les institutions et les secteurs. L'éducation des adultes a en effet conduit l'université à diversifier, pour une couche de plus en plus large de la population, ses fonctions éducatives et à modifier progressivement ses rapports avec le milieu. La réforme des structures qui vise, en conséquence, à resituer dans les universités la fonction traditionnelle de l'éducation des adultes s'inspire de plus en plus nettement d'une problématique d'éducation permanente, et non plus d'une problématique étroite d'éducation des adultes. Certaines universités tentent de confier directement ces fonctions nouvelles aux facultés ou départements responsables de la formation initiale régulière. Ailleurs on préfère assurer d'abord, dans une première phase, à ces fonctions nouvelles une zone d'autonomie et d'initiative, de façon à leur permet-

tre de développer leurs potentialités et d'influencer progressivement, dans un jeu dialectique, le reste de l'université. Dans l'un et l'autre cas, on dépasse largement la conception traditionnelle de l'éducation des adultes, «extension» plus ou moins souple de l'enseignement universitaire. On considère plutôt l'«éducation des adultes» comme une étape de l'histoire de l'éducation et comme le lieu provisoire d'émergence de nouvelles fonctions qui doivent devenir progressivement celles de l'université tout entière. Il nous semble qu'en situant ainsi l'éducation des adultes dans une perspective plus globale, on a chance de contribuer à instaurer l'éducation permanente, ce que ne permet pas une visée purement andragogique, qui maintient l'éducation des adultes dans un isolement plus ou moins stérile.

Vers une éducation permanente

C'est surtout dans les milieux d'éducation des adultes que s'est développé au cours des récentes années le concept d'une *éducation permanente*, qui implique un accès de l'ensemble des citoyens aux ressources éducatives de leur milieu, une jonction de ces ressources éducatives institutionnelles et non institutionnelles, des cheminements éducatifs souples et diversifiés, une prise en charge de son projet éducatif par la personne même qui s'éduque. L'idée connaît actuellement une faveur croissante, comme en font foi les rapports des grandes commissions d'enquêtes: rapport Faure de l'Unesco, rapport Carnegie sur l'enseignement post-secondaire aux États-Unis, Davis en Ontario, Worth en Alberta.

Un tel projet implique une transformation majeure du système d'enseignement et notamment des universités, dont le rôle, les fonctions et les pratiques exigeront une réévaluation en fonction d'une nouvelle structuration des rapports avec le milieu et d'une articulation plus étroite avec les autres ressources éducatives de la collectivité. L'envergure d'un tel défi n'a pourtant pas empêché le Conseil des universités du Québec de proposer au ministre de l'Éducation, le 22 février 1973, «une vision de l'enseignement supérieur basée sur deux éléments principaux:

- 1) la nécessité que le développement des universités participe d'une conception globale de l'éducation et du système d'éducation;
- 2) l'utilité d'un facteur intégrateur et d'un principe d'organisation de toute politique d'éducation, en l'occurrence, le concept de l'éducation permanente³.

Un an plus tard, le 28 février 1974, le Conseil des universités soumettait au ministre et à l'ensemble du milieu universitaire «une suite de propositions qui ont trait à l'opérationnalisation en milieu universitaire de ce principe organisateur du système d'éducation⁴». Les limites de cet article ne nous permettent pas d'en faire l'analyse.

Pour ambitieux qu'il soit, et porteur d'innovations profondes, un tel projet n'en a pas moins trouvé jusqu'ici un accueil favorable dans une partie croissante des dirigeants des universités québécoises et d'un certain nombre de professeurs.

Ce concept et ce projet de l'éducation permanente, qui hier encore paraissaient pure utopie, commencent à faire l'objet dans les universités du Québec de discussions visant à en inventer les stratégies de mise en œuvre. C'est d'ailleurs pour discuter de ces stratégies que se réunissaient, du 14 au 16 mai dernier, au Centre d'Arts du Mont Orford 250 personnes (recteurs d'universités, vice-recteurs, doyens, professeurs, représentants des gouvernements, des syndicats, des corporations professionnelles et autres corps intermédiaires), lors d'un colloque sur « L'université dans une société éducative », organisé par l'Association canadienne des dirigeants de l'éducation des adultes des universités de langue française (ACDEAULF). Ce n'était là, du reste, qu'une première rencontre, qui sera bientôt suivie d'autres colloques sur le même thème,

dans diverses universités du Québec. Il n'est pas interdit de penser que l'« université québécoise du proche avenir » est susceptible d'apporter une contribution importante à l'instauration d'un régime intégré d'éducation permanente.

Les auteurs de cet article sont messieurs Gaëtan Daoust, directeur du Service d'éducation permanente de l'Université de Montréal et Paul Bélanger, directeur général de l'Institut canadien d'éducation des adultes. Ils s'inspirent ici d'une étude qu'ils ont effectuée il y a quelques mois à la demande du Conseil des universités du Québec et de la Conférence des recteurs et des principaux des universités du Québec. Le premier tome de cette étude intitulée L'université dans une société éducative. De l'éducation des adultes

à l'éducation permanente a paru récemment aux Presses de l'Université de Montréal.

NOTES :

- ¹ Ces chiffres ne tiennent pas compte, par ailleurs, des étudiants « adultes » inscrits à temps complet dans les facultés, non plus que des professionnels inscrits à des activités de recyclage ou perfectionnement, comme par exemple en formation médicale continue.
- ² On trouvera dans l'ouvrage de Gaëtan Daoust et Paul Bélanger, *L'université dans une société éducative. De l'éducation des adultes à l'éducation permanente*, Presses de l'Université de Montréal, 1974, une analyse statistique détaillée des populations et activités de l'éducation des adultes dans les universités québécoises, tant en ce qui concerne la scolarité des étudiants, leurs champs d'études, les types de programmes, leur statut socio-économique, etc.
- ³ Cahier 11: *Objectifs généraux de l'enseignement supérieur* texte ronéotypé, Conseil des universités, Québec, 22 février 1973, p. 2.
- ⁴ *Rapport sur l'université et l'éducation permanente*, texte ronéotypé, Conseil des universités, Québec, 28 février 1974, p. 2.
- ⁵ Voir l'ouvrage publié sous ce titre par René Hurtubise (Montréal, HMH, 1972) qui traite des objectifs des universités du Québec.

EXTENSION AND 'IN-TENSION' ON THE CAMPUS some observations

Jim Lotz

Quite suddenly, students are discovering the real meaning of power. Power is defined as the ability to affect the conduct of others. The student riots of the Sixties shook up academics. On some Canadian campuses you could correlate the size of the deficit with the numbers of the security staff. Universities sometimes did not have money to hire professors. But they always seemed to find a few dollars for extra security guards. In the Seventies the students found a way of affecting universities against which the universities were defenceless. They started to drop out and stay away from universities. Or they began to seek out those universities that offered a quality education in their field of interest.

Early in 1974, a group of sociology students invited me to a meeting. They were protesting the dismissal of a popular professor. It is terrifyingly easy to be a pop. prof. All you have to do is overidentify with the students, tell jokes, and complain about the incompetence of the administration. In 1973, my contract had not been renewed, and I left university life. I think the students wanted to hear from another academic martyr. At the meeting, the students immediately identified me as a professor, and behaved accordingly. I felt I could have told them all kinds of nonsense, and they would have accepted it. A few, doubtless, would have taken notes. I used a technique which is now called 'social animation'. I asked them if they had explored any alternatives to changing the system other than that of confrontation. Had any of them considered transferring to another university? They had got 1,300 signatures on a petition protesting the dismissal. Had they thought about collecting a few dollars from each person, and hiring their own professor? This is not a radical idea—it's the way universities began. Had they proposed to the Department alternative ways of learning social science? Faced with the problem of choosing alternative courses of action to the one they were following, they were completely lost. I listened to their Sounds of Silence.

In February, 1974, I was invited to talk to social work students at a western university. They told me they were terribly confused about the relationship between case work, group work, and community work. The schools of social work are now pushing community organization and community development. Unfortunately, they tend to teach these subjects as if they were Greek. The only way to teach community organization is to show students how to organize themselves. They can be shown how to pool their talents and abilities, and how to make legitimate demands on the system. I suggested to the students that maybe they should sit down and decide what the problem was, and then

ask for help from appropriate people in the community or the university to develop their own training programme in community organization. Before talking to them, I had spent three days in a workshop with some very skilled community development workers—a number of whom did not have degrees.

Universities are beginning to realize that the major portion of their income now derives either from taxpayers or from students. Increasingly, they don't seem to be pleasing either. A university in the Maritimes recently managed to persuade a prominent European industrialist to accept an honorary degree. Apparently he had turned down previous offers. But in the main, even university presidents realize that they must now satisfy two abstract groups—'citizens' and 'students'. More and more pressure is being put on universities to serve the community and to do 'mission oriented' research. That's where the money is these days, and that's where the action will be.

Doubtless we shall see all kinds of whiz-kids being hired to rush into the breach to solve the ordinary problems of ordinary people. When Indians were seen as 'a problem', universities burst forth with special Indian programmes. When old people came into prominence, universities began to admit them free. Women's Lib. has recently had its fair share of conferences and courses. In their rush for spoils, universities in Canada may well ignore an indigenous social action movement that flowered during the 1930s in the Maritimes. The Antigonish movement was based at St. Francis Xavier University in Antigonish, Nova Scotia. The people of the Antigonish Movement claimed that they were doing adult education, because they were educating adults. And they included themselves among the adults who needed education. At that time, adult education was not a profession. Today the work they did would be called community development, social animation, or citizen participation. The movement involved setting up study groups where people discussed their problems, identifying and training local leadership, teaching reading, writing, book-keeping, and the facts of economic life, and establishing co-operatives and credit unions. From the Extension Department of SFX, field workers went out to organize the fishermen, the farmers and the miners. It was a great and glorious time in Canadian social history—and also in the lives of those who took part in the Movement. Significantly enough, the intellectual fountainhead of the Movement, Father Jimmy Tompkins, was ejected from the University in 1923. After studying in Europe, Father Tompkins had taken up a teaching position at SFX in 1902. He had looked at what the Danes had done in adult education, and studied the

extension work of the University of Wisconsin. He wanted knowledge for the people. He wanted the university to get its hands dirty, to serve the people, to help them to tackle their everyday problems. SFX at that time was a small obscure college devoted to teaching abstract knowledge to those students whose parents could afford to send them to university. Father Tompkins initially pinned his faith on teaching the students about the need to stay in the region and to serve their communities. A few got the message and became dedicated parish priests, teachers and agricultural representatives. But most simply passed on into the professions, or used their university education to better themselves elsewhere in Canada. So Father Tompkins turned his attention to adult education. He probed, he prodded, he animated, he pushed books, pamphlets and clippings at everyone, and urged them to think about solving local problems. The misery was plain enough—fishermen were sharecroppers of the sea, farmers were constantly in debt to the merchants, conditions in the coal mining towns were bad. Father Tompkins began, among other things, to press a project that the Carnegie Corporation was willing to fund—the amalgamation of Maritime universities. This proved too threatening to the authorities, and he was rusticated as parish priest to Canso, a remote fishing village. Here he put his ideas to work, organized the local people, got them to build their own lobster cannery, and to demand a Royal Commission on the fishing industry. The Maclean Commission reported in 1928, and the government hired Father Moses Coady, Tompkins' cousin and protégé, to organize the fishermen of the Maritimes. Coady then became Director of the newly established Extension Division of SFX. Although the university heaps great praise on the pioneers of the Antigonish Movement—especially around fund raising time—there are indications that it was reluctant to get into applied education at the local level. Coady brought in A. B. Macdonald, a layman, to organize the activities of the Extension Division. While Coady was the great charismatic figure, the mover, the inspirer, A.B. did the detailed work of setting up study clubs, recruiting teachers, auditing books.

The Antigonish Movement reached its peak in 1938-39. In talking with the workers of the Antigonish Movement, a rapidly dwindling band, I got the impression of a life-long enthusiasm for learning and a passionate concern for community. The Movement has been documented to some extent but is little known in Canada.¹ The war brought prosperity and full employment, and stripped the Movement of its leadership. Co-operatives and credit unions are big business in the Maritimes these days, with very little social conscience. In

1953, the Extension Division was in the red to the extent of \$155,000. A. B. died in 1952, Tompkins in the following year, and Coady in 1959. SFX seems to have a continual financial crisis, even more so than most Canadian universities. During the Sixties, the Extension Division had to rely on government contracts to train people, and to do the sort of mindless nose counting that passed for social science research in those days. At the same time, there was increasing stress on formal qualifications for extension workers, which drove away a lot of good grassroots workers who lacked advanced degrees.

In 1973, still in a financial bind, SFX did not renew the contracts of seventeen faculty members. It redefined itself as a 'liberal arts and science college', and combined Coady International Institute with the Extension Division, without informing or involving the staff. One priest in the Extension Division is raising his voice about the lack of planning and human concern in the developments at the Strait of Canso. But the lone voice of Father Gerry Rodgers is drowned out by the clamour of others at the university, asking for government grants. Single protesters against injustice often end up as martyrs. The Antigonish Movement worked because it brought together people with a common concern and a common philosophy. They met the ordinary people where they were, and talked in terms that they could understand. Neither Coady nor Tompkins had much use for universities, although SFX did provide a handy base, and continuity and backstopping for the efforts in the field. Coady saw universities as instruments of the ruling classes. In his book, *Masters of their Own Destiny*, he suggested the creation of a 'people's research institute', to attract the best brains to help the local people to identify and to solve their problems.²

One flaw in the Antigonish Movement was that the people involved had only a toe-hold in university life. As subsequent events have shown, they did little to modify the orientation of SFX. The journals in adult education, continuing education and social work are full of exhortations to professionals to get out and to help the community. It has been truly said that if you see someone coming to help you—run like hell. A lot of ordinary citizens feel this way about professionals. And many professionals are finding that ordinary citizens are very effective adult educators and social workers. And they are getting scared.

But where does the future lie? There seems to be a glass wall between the community and the university at a time when everyone in society needs the knowledge that the university has accumulated. The academics have too much theory. The citizens have too many facts. No doubt, in time, the adult educators, social workers and other 'applied academics' will get their heads straight, jettison the jargon, the in-group behaviour, the unnecessary arrogance, and realize that they can learn as much as they can teach outside the campus. But what about creating some sense of community on the campus? There still seems to be a blithe belief that community work starts at the university gates. The techniques of community development are needed on campus to turn collections of expensive buildings into real communities. People are not going to pay any attention to university people if they don't practise what they preach. I am continually dismayed when I go on to university campuses. There is a segmented, fragmented feeling, a sense of great gaps between individuals, faculties, departments. The students don't look happy. I compare the frustration and resignation that I see in their eyes with the bright sparkle in those of the Antigonish pioneers, men and women over seventy who

are still learning and teaching.

Those involved in the Antigonish Movement knew that development was not just a matter of helping "others." They knew that they were developing themselves, and that their social action efforts involved them in a process of continuing education. The Continuing Education field, on and off the campus, is full of people with the skills needed to break down social and behavioural science knowledge and to get it across to ordinary citizens in terms that they can understand. Unfortunately, these people usually have low academic status, and they seek status by copying the ways of social scientists. They talk of models and about "being scientific" — just about the time that many social scientists are starting their research by looking at the real world instead of fiddling around with someone else's theories. There is an obvious need for an "intension" approach on campuses that brings together the theoreticians and the pragmatists. Their continuing education could be shared by creating communities of interest that included students and citizens with a common concern for the real problems of the community. These communities of interest on campus might do something to bring back the sense of fun, joy, and respect for learning that characterized the Antigonish Movement.

Jim Lotz is a freelance writer and researcher living in Halifax. He is a former university professor and civil servant.

NOTES

¹ For one version of how the Antigonish Movement 'saved' Eastern Nova Scotia from Communism, see David Macdonald 'How FX Saved the Maritimes', *Maclean's*, June 1, 1953. The best account is Alex Laidlaw's *The Campus and the Community* (Montreal, 1961), and of course Coady's *Masters of their Own Destiny* (New York and London, 1939). See also, Lotz, Jim 'The Antigonish Movement: A Critical Analysis' *Studies in Adult Education* 5(2), Oct. 1973.

² See Lotz, Jim 'A research centre to help ordinary people adapt to change', *Science Forum* 6(6), No. 36, December, 1973.

ADULT EDUCATION IN THE NORTH

cinderella needs a glass slipper

Delores (Del) M. Koenig

Night after night, so the old story goes, Cinderella sat in the chimney corner wondering if any happy things would ever happen. Generally she accepted that her lot in life was to be a kitchen drudge. But occasionally she wistfully dreamed that someday something would happen that would be more exciting than cleaning the house and waiting on her two ugly step-sisters. It took a fairy godmother and a glass slipper to shake Cinderella out of her apathy and let her believe in herself. Like magic, her whole life was changed. She never again was an unhappy scullion-maid, but became one of the greatest ladies in the land.

What does a child's fairy story have to do with adult and continuing education in the isolated parts of Canada? If you read the story again and substitute "northern native adults" for "Cinderella" the analogy will become clear. Evidence exists that identifies adult education as the "poor sister" of Canadian education not only in the north, but in all parts of Canada.

From the perspectives of attitudes, economic investment, prestige, public concern, and results, it is obvious that in the minds of most Canadians, education is for the young. Once a person has passed

high school age, he is considered to have been "educated", and it is expected that he can cope successfully with the world. The majority of southern Canadian adults of 1974 have been exposed to some amount of formal education during their youth, but the recent increase in re-training programs, off-campus courses and adult interest classes indicates that the process has not really succeeded. Many adults are not equipped to operate successfully in today's rapidly changing world, and adult education programs are scrambling to fill the gap.

The situation in the chimney corner

What about the real "Cinderellas" the native adults of isolated regions of northern Canada? A majority of Indian, Metis and Inuit adults have had little if any exposure to formal education; their languages and cultures are different from those of most Canadians; they live in geographically isolated parts of Canada; they are victims of a long history of colonial administration and economic deprivation. In 1975 they are woefully unprepared

for the industrial development of northern resources and the changes which such development must bring to their life-styles.

When the Canadian government first took formal education to the north in the early 1950's, programs were based on the generally accepted philosophy that education was for the young. Twenty-five years later the north is populated by an older generation of adults who have been given almost no knowledge of the modern industrialized world, and a younger generation of adults who are partially trained and educated into the ways of the dominant society. This group has lost touch with much of the "old way of life" and at the same time lacks the technical and social skills and the desire to live completely within industrialized society. The third group of northern natives are the children and young people who have experienced almost a lifetime of southern-based education and living in "the new way" of skidoos, electricity, rock and roll music and department store shopping. The communication gap between these groups seems almost impossible to bridge and while the formal education

system leads the young people farther from "the old ways", adult education programs have failed dismally to help the older people understand and talk to their children. The seriousness of any generation gap becomes even more destructive when differing cultural values and customs are in conflict. In 1970, DBS figures indicated that 60 percent of the Northwest Territories population had never attended school.

To continue the analogy of the fairy story, we are told that Cinderella spent many hours using a feather duster to clean her house. Her efforts achieved about the same degree of success as most adult education programs which have been organized and offered for native people in isolated northern areas. No doubt Cinderella was sincere in her efforts to clean. Analogously, there is no reason to doubt the sincerity of adult educators who have initiated programs in isolated areas of Canada. But sincerity alone cannot effect positive learning and social change, and the social and psychological condition of northern native adults in the 70's indicates, that in general, adult education efforts have failed. Adult education agencies cannot and should not assume total responsibility for the present situation of a group of frustrated adults who are beginning to show their unhappiness through anger against themselves, their families, government agencies and the larger society. However, as the agency charged specifically with the task of helping to prepare northern adults for life in the changing world of 1974, adult education must assume some of the guilt.

The whole northern situation is complex and confusing, but several indicators exist to explain "what went wrong" in adult education. The dilemma still exists in northern education at all levels whereby southern educators attempt to devise meaningful learning programs for northern native people. Programs are designed and based on professional definitions of "quality of life", and those values deemed important for northerners to learn. These values and philosophies are not necessarily representative of values of the larger Canadian society which itself is undergoing continuous change. It is conceivable to believe that by the time northerners have really accepted the "work ethic" as good, Canada's resources will have been depleted to the point where it is impossible to provide work for everyone.

Objectives of adult education programs often do not represent the goals and aspirations of native people themselves. They are seldom involved in decision-making in a meaningful way.

Basic doctrines of adult education seem to say: — unsuccessful adults must be trained and retrained for wage employment; — adults should be busy doing things — i.e. handicrafts; — adults must live by the middle-class code of dress, cleanliness, speech, competition in order to succeed; — adult education is best organized through a series of short courses.

Such goals may be meaningless and incomprehensible to the northern native adult who may never have left his home community and has little desire to do so. The basis for goals and directions for adult education programs must lie with the people themselves. Learning needs and frustrations articulated at the family and community levels must be the foundation from which programs are designed. To date such an approach has not really been followed in northern Canada as a total effort.

A second serious weakness of northern adult education is tied to the assumption that "education is for the young", so that when education funds are allocated, adult education invariably ends up as the last priority.

The total operations budget of the Northwest Territories during 1972-73 was \$111,652,000. Of this total, \$4,158,300 was earmarked for adult and continuing education to cover programs for all northern residents beyond high school age, plus handicapped persons. The total population to be

served by the four million dollars was approximately 25,000 in 1972-73. In comparison, the Northwest Territories government spent \$12,237,000 operating schools for approximately 12,000 school age children during the same period. Spending three times as much money on half as many people indicates the priorities by which the education system operates. Like Cinderella's feather duster, the tools which adult educators have been given are simply inadequate to do the job.

A third impediment to success is related to the workings of bureaucracy and a lack of cross-cultural understanding among helpers and helpees. Governmental operations in northern Canada are departmentalized and segmented, and lack co-ordination towards a common goal. Almost every government department offers some form of adult education and community development. Isolated northern adults must shake their heads in wonderment as they are encouraged to be "educated" by adult educators, by health and welfare personnel, by local government officers, by economic development workers, by co-operative and handicraft developers. Surely, efforts of such groups could be co-ordinated, so that at least the native grandmother would have fewer white people to try to understand.

Adult educators from southern Canada cannot work successfully with northern native adults unless they have: a thorough understanding of the culture of their students; skills in communicating across cultural barriers; and a genuine empathy and respect for those with whom they work in a learning situation. Genuine efforts to provide such training for those who would work in the north have been sporadic and largely inadequate. At the same time, it cannot be assumed that young, educated native people can operate successfully as adult educators in northern communities. Skills of communicating, listening and teaching must be highly developed for anyone planning to work in adult education.

What could happen at the ball?

Statistics on alcohol consumption, family break-down, violent deaths, mental disorders, describe the daily tragedy of the present condition for northern native adults. The future need not perpetuate the ills of the present, if somehow those in charge can find within themselves the inspiration, the creativity, and the daring to go beyond tradition, personal values, and "doing" with little thinking.

It is not impossible even now to find a "glass slipper for Cinderella." It is not too late to look at northern situations from a northern viewpoint and to find northern solutions to problems. It is not impossible to make continued learning for northerners an integrated part of daily living. It is possible for northern natives to determine their own destiny if southern Canadians can provide them with skills and information, and leave the decision-making in their hands.

The way I envisage a total education program working at the community level in the north goes something like this. Nearly every permanent northern community has a well-equipped school as one of its larger structures. A "community learning center" program will see these buildings lose their designations of "schools for children" and become places where the entire community can gather for a wide variety of learning activities. Only minor, redesigning of facilities and furniture will be required to accommodate adults and children on a "come when you can" arrangement.

Teachers and principals will become learning facilitators whose duties will include co-ordination of groups, activities and time; making available resource materials and personnel to bring needed information to the community; and working closely with the community and outside employers to ensure that activities are directed towards high standards of technical and social skill development based on a blend of cultural values.

Learning activities for children and adults will

be integrated so that as much as possible, the communications gap between generations can be lessened. Within the community norms of sex roles, men and women will be given equal voice in determining learning activities to be offered at the centre.

Decisions concerning the centre will be made by a committee from the community, hopefully representing each age interest group, working in co-operation with the learning facilitators. The community may request a southern educator to be the facilitator, at least during the initial stages. The entire program will be reviewed at monthly community meetings where individual requests, complaints and ideas can be communicated to the learning center committee. Initial stages of the operation will require substantial government funding, particularly in the acquisition of resource materials. Expenditures can be lowered if several communities in an area work together in the exchange of materials, resource persons, and particular courses being offered. The local community will be accountable once a year for money spent and for an evaluation of the success or weakness of the programs. Electronic communications techniques can be widely utilized.

Basic to success of such a community learning center must be community commitment to co-operate in a common cause; flexible programming to meet changing needs; self-confidence and respect for others; and a strong sense of responsibility for community learning. Success will require important attitudinal changes among government personnel in education and social development programs... they must be prepared to "let it happen": to facilitate and support community efforts; to let people make mistakes; and to wait with patience and understanding for positive learning to occur.

Such a plan may be unique in Canadian education. Traditional approaches to adult education obviously have not worked well in northern Canada. The north and its native people are different, with a unique set of problem situations.

It took a fairy godmother and a glass slipper to change Cinderella's life. The situation of education for northern native adults demands a unique northern solution. Is there anyone who dares to try?

Del M. Koenig is Professional Research Associate with the Institute of Northern Studies (University of Saskatchewan) and directs the AUCC research study in the future roles of Canadian and Alaskan universities in relation to the north and its people.

EDUCATING THE PUBLIC

universities and the mass media

J. R. MacCormack

If, after the introduction of printing in 1453, the universities of Europe had insisted that nothing would ever replace the well inscribed manuscript, they would soon have found themselves displaced as the arbiters of things intellectual, religious and political, by the publishers, writers and readers of printed books. Fortunately for the course of civilization, they decided otherwise. In time, some were even in the business of producing books themselves, and to-day the university press is regarded as a necessary part of every great university.

The question as to why university presses were regarded as necessary is pertinent but almost rhetorical. They were established because it became obvious that commercial publishers were obliged to exclude wide categories of books which included works of the greatest value. Profitability and quality were usually in an inverse ratio. Modern university presses are generally not in business to make a profit. Some are subsidized and many aim at a break-even situation at best. This enables them to carry out their main function, that of publishing works of scholarly merit which would not otherwise see the light of day.

The significance of the decision to establish university presses can scarcely be overestimated. Some idea of its importance may be gained if we imagine the state of our university libraries if all the publications of university presses were suddenly removed. The resulting picture would be roughly comparable to the existing situation in the mass media with respect to serious academic content. It is all too apparent that the successful response of the universities to the challenge of the printed word has not been repeated. The academic world has, in general, failed to make use of the new media to communicate with the public at large and has also neglected to use it effectively within the university itself. The consequences are an increasingly dangerous gap between the world of learning and the general public, as well as a deepening of the malaise which has long affected the universities and which is now exemplified by deteriorating faculty morale, an almost total loss of purpose, and consequent decline in standards.

The revolutionary impact of television on our society is only now beginning to be appreciated. It has made a whole generation much more cognizant of a multitude of human problems on a universal level and eager to take action on at least some of them, e.g.: the effects of industrial pollution. It has also made people much more aware of the essential similarity of the problems faced by man throughout the world. On the international scene, T.V. has made "gun boat diplomacy" all but impossible, and may even have played a decisive role in the defeat of American ambitions in Viet Nam. We may indeed agree with McLuhan that it is producing a global village. But the question is: what kind of global village? Will it be one in which the increased awareness of human problems produces a greater determination to solve them in a human fashion or one in which the very complexity of the problems produces a paralysis of the will and a readiness to surrender to Big Brother? In this connection it is important to realize that television has a two fold effect which makes it, as currently employed, a threat to our freedom. It bombards us with a multiplicity of human problems but at the same time it tends to separate us from the intellectual and spiritual resources by which man has thus far attempted to cope with these or similar problems. The result is that we are made much more

vulnerable to the well meaning but essentially poisonous advice of those who tell us — on television — that we must first surrender our freedom if we are to solve our problems.

Arnold Toynbee, and Plato before him, argued that the progress of every healthy society is largely determined by the activities of what he calls the "creative minority" and although his *Study of History* has been subjected to a barrage of criticism from specialists, this is one of his many insights that will stand long after the contemporary rage against anything that can be labelled "elitist" (including the pursuit of excellence in universities) has died away.

One of the central tasks of this minority is a continuing examination of the whole complex of ideas, insights, artistic and library productions, art and literature which constitute the premises of civilization. Another is to transmit what is judged to be most valuable to succeeding generations. It is, of course, a human thing, dependent on communication between living humans, but its breakdown would have the effect of converting the greatest library into a repository for door-stops of varying degrees of efficacy.

In the past, the task has been accomplished through such agencies and institutions as the family, schools, universities, churches, newspapers, literature, drama, music and the arts generally. When television first burst upon our startled gaze it was widely hailed as the instrument through which this process could be greatly accelerated, and some foresaw a renaissance which would make 15th century Italy appear stagnant by comparison.

Not only have these hopes been disappointed, but we have become increasingly aware that the opposite has occurred; that television has created not a channel of communication between the "creative minority" and the "silent majority" but a barrier between the two. A "television generation" has been created whose ideas, attitudes and unspoken premises have been formed not, as in the past, by the above mentioned agencies, but by thousands of impressions gained from countless television programs.

As might have been expected, these developments have seriously damaged those institutions and agencies through which values have been traditionally transmitted. To-day we see the Church, the University and the family under an attack of unprecedented ferocity. Parents, clergy and academics are generally demoralized. They feel themselves to be increasingly isolated and alienated and are acutely conscious of the widening gulf between them and the generation nurtured on television. The over-simplifications which television programming demands has produced a dangerous polarization first exemplified some years ago by the confrontation in New York between the "hard hats" and the student radicals. It may be significant that although there was almost total lack of communication between the two factions on that occasion, both were at one in rejecting the old liberal values of reason, moderation and toleration of dissent which have been essential features of the tradition of freedom.

Now that much of the steam has gone out of the protest movement of the youth of the sixties, the question is: will these people (as they turn thirty and join the pariahs) return to the old liberal values, or will they now lapse into a conservatism as simplistic and dangerous as was some of their radicalism? A subsidiary question would be: to what extent will the values transmitted and in-

culcated by commercial television contribute to the rise of neo-fascism?

What is it about television that should make this a possibility? First of all, there is the fact that an extremely small group of persons decide what hundreds of millions of people will watch, for an average of 5-6 hours per day, for the rest of their lives. This gives this group an influence more powerful and extensive than was ever realized or dreamed of by the most authoritarian religious and political systems in recorded history. If Acton was right, this power, since it is virtually absolute, will corrupt its holders and the society which they dominate.

The whole development has a depressingly deterministic aspect since it is happening largely without anyone explicitly intending it. There is no diabolical plot of the advertising agencies and television producers to subvert civilization; they are simply taking advantage of unprecedented opportunities and applying the same criteria which were previously employed in other fields. The difference is the mammoth scale of their activities and the greatly increased impact of the medium they employ.

The largest possible audience for the half hour or one hour program is the desideratum. This means that if "Sonny and Cher" will attract fifty million viewers and Hamlet "only" ten million, there is no question as to the choice, and there is widespread acceptance of the contention that no other is possible. Two things tend to be overlooked: first, that the number watching Hamlet should not be compared with the number who will watch "Sonny and Cher" but with the relatively tiny number that would ordinarily be expected to see Hamlet, not only that night throughout the United States but in the ensuing ten years; secondly that it is in the long term interests of the majority that the cultural needs of the minority be taken care of.

In the past ten years there has been a serious decline in both the quality and quantity of cultural programming. This is disturbing enough but even more disquieting in its implications, is the method of production. In this case "the format is the message" and that message is that there is no subject that cannot be quite neatly encapsulated in a half hour or one hour time slot.

The necessity to treat all subjects in this truncated manner has important implications with respect to attitudes toward institutions and the past generally. A half hour devoted to negative criticism of a particular value or institution will have a considerable impact on the viewer. The same time spent on an attempt at positive appreciation will be much less effective because the kind of treatment required to produce such appreciation is necessarily a lengthy one.

Let us take the institution of parliament as an example. It is quite possible to mount a one hour program in which the institution is subjected to serious and even devastating criticism or ridicule. Such a program may well induce a permanent mood of skepticism in the minds of millions of viewers. On the other hand, it would be virtually impossible to produce corresponding enthusiasm by a program of the same length. A proper appreciation of parliament would require a series of programs in which its history from the 13th century to the present day is explored. Such a series would, however, be distinctly unattractive to commercial networks and even to many government owned

systems. Their treatment of the institution will continue to be episodic and by the same token, largely negative. The same point could be made with respect to universities and churches.

The effect of this approach has been to produce a generation which combines a commendable concern with problems like pollution and racial prejudice, with a great capacity for glib and facile criticism, and little understanding or appreciation of the historic ideas, problems and institutions which have molded and indeed produced world civilization. Thus we have the cult of "presentism" a phenomenon which finds expression in universities in the demand that history courses be virtually confined to the 20th century and in the uncritical rejection of the past in general as "irrelevant" to the problems of the present. This attitude not only poses a serious threat to all institutions and values which depend on long range historical appreciation for their support, but by robbing man of the benefits of his own experience precisely at the time when he has been made painfully aware of the complexity of the problems facing him, may drive him to desperation and desperate remedies.

We are involved in a crisis in human values which has been greatly exacerbated by television, but whose roots lie much deeper and unless we deal with this crisis with all the resources at our command, we will be treating the symptoms rather than the disease. I believe, however, that if we make a courageous and determined effort to deal with the central problem openly, and through the mass media, we may make progress on both the communications gap and the values crisis at one and the same time.

From the time of Socrates and Confucius in the 5th century, B.C. down to the 17th century,

philosophers had generally assumed that knowledge and values were intimately related. Since that time the definition of knowledge has been drastically narrowed to exclude any kind of intellectual activity that does not or cannot employ the methodology of the natural sciences. The hope was that the moral judgment would not so much be abolished as it would be made identical in character with the scientific judgement; that such judgements would no longer be necessarily inexact and tentative, as Aristotle had argued, and at least partly dependent on insights gained from history and literature, but would be as clear and incontrovertible as a mathematical demonstration. Despite the fact that this hope has not been realized, the prestige of the Cartesian view of knowledge has steadily grown. The humanities practitioners, displaying a kind of death wish, have tended either to accept the positivist theory and to seek intellectual respectability by aping the physical sciences, or have given up the struggle and, like A. J. P. Taylor, are content to regard their activities as "amusing pastimes". The result is that we must now contend with two intimately related crises: one of confidence in the humanities and one in the general area of values. In the absence of the balance wheel of what might be called the humane judgement, the television generation oscillate with increasing violence between the vision of the future supplied by B. F. Skinner on the one hand, in which "appropriate" behaviour will be "reinforced" by a new breed of high priests, and that supplied by the astrologers with their horoscopes and tarot cards on the other.

It appears then, that the problem of the communications gap is further complicated by the fact that the "creative minority"—to the extent that academe is part of it—is itself in serious disarray and is, in fact, part of the problem.

My suggestion is that we tackle these difficulties by making them as public as possible; that we use the mass media itself as the forum in which they are thrashed out. Professors lecturing on television can often be more soporific than exciting, but the spectacle of learned gentlemen arguing vociferously with one another, (if the experience of the University of Paris in the 12th and 13th century is any indication) can be stimulating, even amusing. What I am suggesting is that universities wash their dirty linen in public; that we no longer hide behind our increasingly narrow specialties but that we accept the obligation to explore publicly their relationship to one another; that we try — and try publicly — to put it all together. This cannot be done unless historians confront sociologists, philosophers argue with professors of literature; psychologists with economists with the object of finding out what each branch of knowledge contributes to the making of a judgment on a human problem.

This kind of open, public debate would be a little painful at first but its ultimate effect would be bracing and healthy both for the universities and the general public. It is, I would argue, by making the university truly "open" that we can best make use of the mass media and best cope with the problems to which its advent has given rise.

Such programs might even be attractive to public or private television networks but it seems clear that the need will not properly be met unless universities either individually or collectively become producers of radio and television programs for the same reason that they established university presses: to produce what is needed and what otherwise would not be produced at all.

Professor MacCormack teaches History at St. Mary's university in Halifax.

THE NEW HARD TIMES

radio and television in continuing education

David H. Parkin

Canada's much-remarked tardiness in educational television has at least one advantage: the dust is beginning to settle around the more precipitous activity in other countries and we are beginning to see what the educational effectiveness of television really is. The assumptions and motives behind many ETV projects can now be examined critically, and it is by way of such an examination that I should like to approach the potential of television and radio in the particular field of continuing education.

There are, in fact, relatively few things that television (rather than any other medium) does well. It gives everybody, simultaneously a front-row seat, but everybody has to look at the same thing. It is less cumbersome than film in catching and recording transient events, and it can let people watch activities that would be spoiled by or inaccessible to their direct observation. What else? Not much, until we define "medium" more closely. Roderick Maclean points out a familiar trap in popular usage of the term:

Because television's news and light entertainment and sport and all the rest of it reach us through one single viewing box, we fall too readily into the habit of speaking about television as 'a medium' — a colloquially convenient description which can soon obscure the fact that television in reality effects a merely technical conjunction of many quite different media.¹

He might have added that "medium", singular, is an academically "convenient description which can soon obscure...", for I am sure that much of the enthusiasm for ETV derives from a vague assumption that the "medium" in itself embodies an

educative process. However, before such a large assumption is dealt with, it must be admitted that television is good at combining different sources of information, at being eclectic. Its peculiar capacity seems to be electronic collage, which is no doubt why television has had distinctive success in the documentary field.

"Documentary" itself is a loose term, but potentially interesting to educators. Teaching in almost any subject often requires reference to a variety of material — "This is what X looks like; compare it to Y. Now listen to what A, B, and C say about the comparison." At first glance one might eagerly recognize a natural affinity between the documentary and teaching. But we are here discussing a use of television which demands increasing expenditure of time, money and technique on the assembly of a programme. If an academic's primary interest is his subject, he is not likely to have the time; the universities, now, are not likely to have the money; and the staff with the technique is, in any case, expensive to employ. Therefore too much ETV falls below the standard of what television can do particularly well, in which case I would seriously question the validity of using television at all. A half-hour head-and-shoulders shot of an undistinguished face reading from a teleprompt is more expensive, in time and money, than simply reading the man's script oneself. If television is the only means of providing a distribution system, or if it is engaged in its household chores — videotaping and experiment, relaying a lecture to an overflow classroom, and so on — then naturally one need not expect a great style of production. But in general the universities on their own will find it difficult to make strikingly

good television in the form which is peculiarly its own.

This is not to deny that many universities and colleges, particularly in the United States, make great use of merely functional television and that they have indeed provided themselves with the time, money and technique for making potentially good television. But one may question whether such provision is the proper concern of a university, especially when one comes across its transmogrification into the more fanatical utterances of yet another academic empire — Instructional Technology. At the advances of that empire in recent years the claims of the traditional, even the modern disciplines look like villagers standing up to Caesar's legions. Consider the following definition of the scope of Instructional Technology:

Instructional Technology is the Development (Research, Design, Production, Evaluation, Support, Supply, Utilization) of Instructional System Components (Messages, Men, Materials, Devices, Techniques, Settings) and the Management of that Development (Organization, Personnel) in a systematic manner with the goal of solving instructional problems.²

The hectoring capitals and pseudo-scientific generalities of the above lead one to think that the instructional problem in most urgent need of solution is precisely the growth of a system which relegates men to being "Instructional System Components". But it is unlikely that such a system will become self-critical — what "self" is there to criticize? — and those who are not Instructional Technologists will have to watch sadly while the union of TV-man and educator produces a progeny as

doomed as that of TV-man and advertiser.

The hope behind much interest in ETV is of course that the educator will *not* watch sadly while education is displaced by advertising or unhappily married to technology. Although their zeal may not be so apparent as it was in the sixties, it is still possible to find missionaries for educational television on a grand scale. The missionary is perhaps free from the instructional technologist's fearful systematizations, but he falls into a mistake of another kind, as Roderick MacLean points out:

The truth of the matter is that in recent years he has approached it [television] in a rather confused state of mind. He has seen it as a mass medium, he has been aware of the vast audiences that follow sport and drama and light entertainment, and has sometimes assumed that — given the same cameras and the same receivers — he could achieve the same audience for education. And his sorry fate is that, advancing upon television as a missionary, he finds himself overnight a merchant with very few customers for his wares. The distinction, of course, is an old one: it is merely sharpened by the arrival of a new medium.³

Television does not suddenly make education work where it has failed to work previously, for the viewer who does not wish to be educated can exercise the same options that he has over his television for entertainment — to switch over or switch off.

MacLean's reference to "merchants" reminds one that the attitudes behind many proposed uses of ETV are more frankly pragmatic than those of the instructional technologist or the missionary. The merchant wishes to deal as cheaply as possible with an enrolment he already has, to go out and find a new one, or to sell academic merchandise which people did not know they wanted. In this context, however, even pragmatism is no guarantee of success. The introduction to John Lee's account of Scarborough College now reads with a dreadfully hollow irony:

"It all started with the pressures of numbers," explained one of the key people involved in the original decision to make Scarborough a TV college. In 1962, the Committee of Presidents of Provincially-Assisted Universities of Ontario foresaw a grave educational crisis arising in the province within the decade if immediate action were not taken. Projection of a rapidly increasing student population and slowly expanding university facilities suggested that ten thousand future university students would have nowhere to enrol in 1972. Even if the physical plant could be constructed in time to accommodate these students, there would be a critical shortage of trained staff to teach them.⁴

One conclusion is that those who invested in Scarborough College were not sufficiently prophetic. A more useful conclusion would be that any large investment in ETV should not be made by a single institution. Even an institution that is as favourably placed as the Memorial University of Newfoundland — it is the only university in a province of fairly predictable demographic trends — runs the risk of a sudden decline in the need for its television services. These have been occupied chiefly with videotaped courses for distribution to local centres in the university's extension programme. But there is a demand for only a limited range of courses, and that demand comes largely from a limited sector of the population — teachers in service, whose enrolment tends to lapse as soon as their motivation is satisfied by increased professional status. Whether ETV is a response to large student numbers, geographical exigencies, or simply the need to boost enrolment, it can itself become a further burden on the university economy.

For this reason, and because of the various false enthusiasms which surround ETV, one must be very clear about the motives for using it. These range from a vague feeling that we ought to do something about TV just because it is there to the craze for developing electronic educational systems. But what does "using ETV" mean in a specific situation? I have talked about it as one thing, whereas, like the medium itself, it is many. It would be impossible to describe here all the uses of ETV, but it will be helpful to think of them under the following categories: broadcast; cable; closed-

circuit within a given institution or area; recorded (on videotape or cassettes) for distribution to local centres; and participatory use, in which students play some direct part in the assembly of a "programme". Naturally, some of these categories may overlap, and in assessing their usefulness, the comparable usefulness of radio and sound-recording should not be forgotten. One of the great areas of waste in educational broadcasting has been the unconsidered use of television in situations where radio or sound-recording would have sufficed. There is also the broad question of how much television or radio should be used in relation to other elements of teaching, for instance, directed reading, correspondence lessons, and direct classroom meetings. For the universities in particular there is the question of how far they should become involved in not only television and radio but also the whole area of non-credit teaching outside the conventional curriculum. With these questions in mind, and with the ghosts of the instructional technologist, the merchant and the missionary hovering over us, we may proceed to consider the particular field of continuing education.

* * *

Eight years ago, Dr. Alan Thomas, as director of the Canadian Association of Adult Education, recorded his disappointment in the use of ETV in adult education:

... adults constitute the largest group of potential learners who are dispersed geographically, economically, and psychologically, and... television is without equal in being accessible to such groups and individuals. One would have thought, therefore, that television would have been seized on energetically early in its enormous spread throughout the Canadian population, and used to create what might have been the greatest system of adult education anywhere in the world. ... One would have thought it, and one would have been wrong.⁵

It is doubtful whether any developments across the country since then have given much cause for this opinion to be modified, for television in adult education still faces some intractable practical limitations. Although broadcast and cable television can leap geographical barriers, they can do so with only one message at a time, or with only so many messages as there are channels. Add to this the fact that most continuing education must be carried out in the evenings, when the operators of TV channels look for their largest audiences, and one recognizes the plain problem of finding air-time adequate to even rudimentary teaching in a small number of subjects. In contrast to this small number of subjects is the actual range of subjects in which adults are interested (for academic credit or otherwise). Where the need for a particular subject can be identified and supported by large student numbers, we are likely to find that students of all age groups take the course at once, so that the apparent demand is quickly satisfied and no future audience remains to justify the continued use of television or radio teaching. Unlike the conventional university, the television educator tends not to deal with a more or less predictable flow of school-leavers from year to year, and yet, if he wishes to engage in anything more than educational smattering, he must be assured of a clearly-defined and strongly motivated student body, large enough to justify the expense of television and sufficiently on-going to prevent the near-immediate redundancy of his programmes.

If there is a student body which can be seen as progressing consistently, another difficulty arises which has already been encountered by the British Open University. The Open University has the relative luxury of BBC expertise and guaranteed air-time on a second publicly-financed channel — BBC 2. In its first year of operation, obviously, it had to broadcast only first-year courses; but, granted an on-going student body, it now has to find time for broadcasts on all levels of study at once. The result has been a severe limiting of the direct teaching done on television to those purposes which necessarily demand visual presentation, to purposes of review and immediate treatment of stu-

dent problems, and to purposes of general morale-boosting. However, the educational consequences of this difficulty over air-time should not be exaggerated. From the start, the Open University recognized the latter purpose — that of morale-boosting through a few very well-made programmes — as perhaps the predominant purpose in some subjects, and it is interesting to note that on average Open University students spend only 10% of their study time on regular viewing and listening. In some courses, certain perfectly successful students ignore the TV and radio programmes completely. (The remaining average figures are worth quoting: 60% on systematic reading; 15% on contact with tutors, attending study centres, and attending summer schools; 15% on doing practical work, writing assignments and examinations.) Although the use of television and radio is often thought of as the most conspicuous and crucial element in a venture such as the Open University, it is actually quite subordinate to more traditional methods of study. Clearly, the degree of this subordination depends partly on the level and subject of academic study. All dreams of a visual culture aside, the basic tools of higher education are still reading and writing, and it would be difficult, philosophically, technically, and financially, to devise a degree programme for continuing education students which would place its *central* dependence on viewing or listening.

A degree programme, however, is something of an institutional and social artifice, a particular structuring of education which may not and need not interest the majority of continuing education students. Their approach to education is likely to be influenced strongly by professional and vocational needs, by conditions in their own communities, and by interest in subjects which do not fit the normal patterns of academic curricula and credits. Moreover, however impressive the British Open University's enrolment and academic achievement, one must recognize several contrasts with British circumstances which would limit the success of a similar venture in Canada. Here there is no great shortage of university places; a larger proportion of the population attends, and has attended university; the course-credit system has facilitated the piecemeal acquisition of a degree by part-time study in a way that has not been generally available in Britain; and the population distribution in Canada is such that, although we have vast distances to cope with, the numbers of students which might make an Open University project feasible are already in metropolitan areas richly served by existing universities. There may be regional exceptions to the above generalizations, but, without drastic and deleterious changes in the methods of study, nothing quite like the Open University could be established here on a national scale.

That leaves us to consider the use of radio and TV in selected credit courses and the vast range of non-credit courses. How far should the universities go in meeting such a various but thinly-spread demand? On the one hand one must avoid the missionary's zeal which says that large numbers of people *ought* to be educated in this or that discipline. On the other hand, a vague sense of obligation should not lead the universities into trying to water down and adapt their offerings to every mould which is suggested firstly by student tastes and local conditions and secondly by the commitment to TV or radio. Already there is a tendency for television subtly to dictate the kinds of subject matter and course construction which are attempted in continuing education. In commenting on why Economics was chosen for a particular experimental TV course in Britain, Roderick MacLean reveals some cautionary points and admits that he is "by implication stating some principles for educational television generally":

Economics was chosen first because it is a socially important subject, important enough to justify the use of public money for a costly medium. Economics is a subject that can be broken down into fairly small sections and therefore lends itself to some measure of programmed instruction. In addition, it is a

One can foresee endless argument about what is a "socially important subject", and some will resent the hint here that academic disciplines are in any way immediately accountable to the public purse. There is a danger also that the whole of education will appear publicly to be subsumed by those subjects which are most eligible to be blessed by the power of television. At the same time, academics will remain sensitive to what they think the proper relation is between television and their own subject. Such sensitivity has already been demonstrated in Canada in one of the disagreements at Scarborough College:

Faculty members wanted the opportunity to experiment with television by making pilot tapes, assessing the effect in the classroom, and then, if the professor chose, erasing the tapes and not using television. In short, they wanted to avoid making a commitment to television in advance, in a particular subject, when the college had already made a general commitment to using television on a large scale in as many subjects as possible.⁷

Between the difficulties of mounting anything like the full degree programmes of the Open University, and the dangers, financial and academic, in pursuing every fashion or local request in non-credit education, Canadian universities had best regard radio and television primarily as means of stimulating an initial interest in the various disciplines of higher education. Academic disciplines do not have to be "socially important", but they could be made more socially accessible by TV and radio programmes designed to give a preliminary sense of what a particular discipline is about. The programmes could be broadcast if channel-time is available, or videotaped for use on a library basis, as it were, at the university itself or in suitably equipped local study centres. In some cases, there might be only a short step between such programmes and programmes which could form part of an organized study, possibly toward a degree credit which could be added to by conventional part-time study. However, it should be clear that where continuing education overlaps higher education, far more is involved than the passive acts of viewing or listening. Booklets may be used to supplement the rather general preliminary programmes, but there will be a point for some viewers at which they actively become students and begin to read for themselves, to write assignments, and, if possible, to meet their instructors and other students.

A gradual approach to ETV such as the above pre-supposes that universities have ready access to the staff and technical facilities for producing and distributing programmes. In most cases they do not, and there is already ridiculous waste in the efforts of individual universities to acquire those facilities. Moreover, the attempts of universities singly to squeeze broadcast time out of the major networks and cable companies will have little success against the pressure of the competing commercial interests which already govern public broadcasting. What is needed across the country are bodies similar to the Ontario Educational Communications Authority (OECA), which was established by provincial legislation in 1970 with powers to produce, buy, and distribute educational materials at all levels of education. Particularly significant are its powers to operate a full-time educational TV station — CICA-TV Channel 19 (UHF) in Toronto, and to buy as much air-time as it can get from the CBC and commercial stations. In addition, OECA videotapes many of its programmes for playback in 15 communities outside the rather limited 50 mile radius signal range of its station. Although OECA sounds forbiddingly large and general in scope, it is perhaps only through similar bodies that the universities can realize such abilities as they have to use TV and radio in continuing education. I have suggested a very modest role for the universities in direct teaching of university material through broadcasting, but their indirect role in educational broadcasting generally could be much larger through par-

ticipation in the advisory committees of bodies such as OECA. Furthermore, through such participation the universities could most likely influence government radio and television policy, the CRTC, and the unfailing anti-educational spirit of the major networks.

My view of the function of radio and television in continuing education may appear, in general, depressingly unenthusiastic. But I have deliberately limited that view to those aspects of the function with which universities should be primarily concerned. Also, I have deliberately excluded attention to uses of radio (or sound-recording) and television which strictly fall into the category of specialist audio-visual aid within given disciplines. Such uses will be already largely evident to teachers in those disciplines, and the relevant periodicals (many of them, beware, published by manufacturers and distributors of audio-visual materials) are bursting eagerly with news of how to make your teaching more effective by mediating it — if "mediating" is the right word — in as many ways as possible.

I do not wish to suggest that universities should be complacent and stupidly conservative about teaching methods, for the effort to use TV and radio wisely in continuing education could have useful side-effects as well as being successful in itself. In a recent essay,⁸ Professor Arnold Kettle describes the energetic co-operation between staff that has been forced on the Open University by both the interdisciplinary nature of the courses and the public character of the teaching, and suggests that something similar would be beneficial to the rest of the universities. Although opportunities for actual practice in Canada are limited, it would be no bad philosophy to plan courses and teaching in part as if they were to become more public through radio and television.

Finally, however, one must emphasize a distinction which is often lost in enthusiasm for and theorization about teaching by radio and television. It seems to be lost, for instance, in the following extract, from "The Future Vision", the last chapter of John Lee's book on Scarborough:

We do not yet trust the picture's thousand words, preferring to rely instead for our hard data on the few words of caption below the photograph. In coming decades, more and more of our analytical and data-processing activity, for which our brains are poorly equipped, will be assumed by computers. Knowledge will become less concerned with fact and more with feeling. Already a powerful counter-culture is emerging in North America, emphasizing I-Thou rather than I-It relationship and knowing.⁹

I refer to the distinction between mere information and personal knowledge, between knowledge as it is stored away or transmitted by some machine and knowledge as it is possessed, communicated, and acted upon by human beings. Writers on the electronic media seem to be curiously divided about the advantages thereof: on the one hand they see the media as our only chance of gathering and transmitting all of the information which is now considered necessary for education; on the other, they see the media as a means of "cooling out" information, of storing it away, of expressing it visually, and of releasing powers of feeling rather than analysis. There is ample room for confusion here. If knowledge is to become more concerned with feeling and less with fact, what use is the fact bit electronically stored away until, in some sense, it is re-possessed and used by human beings? It seems to me dangerous and ultimately inhuman deliberately to envisage a disjunction between fact and feeling, between the analytical and the emotional powers. Moreover, I fail to see the connection between the impact of television and "I-Thou... relationship and knowing". Surely the relationship between student and electronic device remains intractably I-It, and that relationship tends to inhibit I-Thou relationships when the chance for them arises, as it does daily in the perfectly ordinary classroom. It seems to me that a new Mr. Gradgrind is at work, waving an electronic forefinger and insisting on feelings, sensations and

images while all the time he is hopelessly dividing his students, just as surely as the first Mr. Gradgrind did by insisting on facts. This is not the place to explore the educational devastations he might make, but they could be many if the universities do not recollect a lesson learned at the time printing was invented. Merely as transmitters of knowledge the universities have had no justification for existence since the fifteenth century. But as preservers of knowledge allied to some sense of human wholeness they have survived, and they have done so by the ridiculously simple way of bringing people together to examine the knowledge they have between them. It is this feature of the university which we should take care to foster and to make available to students in continuing education. A recent British report¹⁰ indicated that many students pursue continuing education as a relief from loneliness. They will hardly thank the universities for taking excessive pains to keep them shut up at home with their televisions and radios.

David Parkin teaches English at St. Mary's University in Halifax.

- ¹ Roderick MacLean, *Television in Education*, London, 1968, p. 2.
- ² Kenneth H. Silber, "What Field Are We In, Anyway?", *Audiovisual Instruction*, May 1970.
- ³ MacLean, p. 53.
- ⁴ John A. Lee, *Test Pattern*, Toronto, 1971, p. xv.
- ⁵ Alan M. Thomas, "ETV and Adults", in Earl Rosen (ed.), *Educational Television, Canada*, Toronto, 1967, p. 54.
- ⁶ MacLean, p. 34.
- ⁷ Lee, p. 25.
- ⁸ In John Lawlor (ed.), *Higher Education: Patterns of change in the 1970's*, London and Boston, 1972.
- ⁹ Lee, p. 105.
- ¹⁰ The Russel Report, *Adult Education: A Plan for Development*, HMSO, London, 1973.

GREEN PAPER...

from p. 6

Writing in the Montreal Star, and commenting on Canada's past performance as it relates to refugees, Sheila Arnopoulos said: "Although Canada points with pride to the 38,000 Hungarians, the 12,000 Czechoslovakians and the 7,000 Ugandans it accepted as refugees under special programs Canada made sure most of these people met the regular immigration points system and would not need much special help. In the case of Ugandans... Canada took the 'cream of the crop' leaving the old, the sick, the handicapped and poorly qualified for the British to absorb... For reasons strictly of self-interest the government is encouraging Canadians to accept the idea of less immigration in order to keep down the population and thus have less consumption of resources and supposedly a higher quality of living."

Montreal Gazette's Tim Creery wrote: "While the Green Paper is obscene in its smarmy hypocrisy with which it caters to racial prejudice, in what is a government selling job rather than the impartial assessment in purports to be, these failings do not mean that it is without substance for debate. They mean rather that the opponents of the government's incipient doctrines of static racial composition will have to look outside of the Green Paper for their support."

The Vancouver Sun said: "Though ostensibly discussion of the paper will be openminded, in fact, the basis for more restrictive policy has been made and subsequent discourse will be simply the prelude for action, whose broad shape is already evident."

From the Ottawa Citizen: "The Green Paper implies, in a widely quoted passage, that because of the rapid increase of immigrants from 'certain Asian and Caribbean nations' and because that influx is 'now larger than some traditional European flows' we should expect all kinds of trouble. Perhaps economic circumstances at the moment require some restriction of immigration and tighter control on the occupational requirements. But not on the basis of race and colour, as the Green Paper implies."

Perhaps the best description of the Green Paper's aims also appeared in the Montreal Star, where one editorialist said: "The overall impression in fact, is a vague feeling that Canada's Department of Manpower and Immigration is not much in favour of immigration."

ADULT EDUCATION IN BRITAIN

the open university

Laurie Sapper

Although universities in the U.K. have always played a role in adult and continuing education it was not until 1969, when the Open University began to prepare for the commencement of its operations, that there came into being an institution entirely and uniquely geared to the provision of higher education studies for the adult population on a large scale.

Many universities in Britain have for decades contained adult education and extra-mural departments staffed by academics running courses and lectures for adults. However, operations of this nature have nearly always taken place in conjunction with other adult education bodies, e.g. the Workers' Educational Association, trade unions, etc., and courses and lectures have been devised to meet the needs of those bodies and organisations.

The only university as such to deal in a direct way with a wide adult student public has been the University of London which awards external degrees at graduate and postgraduate level in a wide range of disciplines.

Adults can and do enrol for these degrees but very little tuition is provided by the University of London or its Colleges as such.¹ General advice is given but it is left to the student to make his own arrangements for tuition — in the main, by enrolling at Further Education institutions run by Local Government bodies throughout the country. These institutions, as part of their activities, do provide classes for those studying in the higher education field. University staff as such are hardly involved in this process.

With the entry on the scene of the Open University, however, a new chapter opened in higher education in the U.K., whereby adults wishing to acquire university degrees, and without possessing normal academic university entrance qualifications, had their own institute catering for their needs.

The Problems

The coming into being of the Open University raised problems that were academic, economic, political and psychological in nature and the attempt to solve these problems in a very short space of time — a twelve month period in fact — obviously impacted upon the recruitment, careers and conditions of the staff taken on to carry out the role that the Open University was to play in the higher education system of the U.K.

The original concept of the Open University was to provide tuition and award degrees to those adults who, for one reason or another, had not had or taken the opportunity of going to university at the age of eighteen.

The intention was to provide postal courses, linked with tuition to be given by television and radio.

The course work was to be marked by part-time tutors whose activities would be supplemented by student counsellors. A student, therefore, living in a particular locality could receive counselling and advice on his course throughout his period of study.

In order to meet possible future criticism that the content of the course material might not be up to the standard provided in the conventional university, full-time qualified academic staff were recruited to the central headquarters to prepare the

course material. For the tutors marking the returned lessons and for the counselling staff, part-time staff were recruited by the Open University from a wide range of sources. All in all some 5,000 part-time staff and some 300 full-time academic staff at central headquarters have been recruited. The part-time tutors, counsellors, etc., do not look to the Open University to provide a career and, therefore, I do not propose to deal with their problems other than to say that well over half of them are existing university teachers doing the work required for the Open University on a fee basis.

The problems to be mentioned concern the full-time staff who from early on became members of the Association of University Teachers with their own branch recognised by the Open University for negotiating purposes on terms and conditions of employment. Perhaps it might be apposite to mention here that the Open University commenced its operations at a time when the political situation was extremely delicate.

The Open University was first conceived as a practical proposition by the Labour Government of 1964-70. In 1969 the first staff were being recruited and it was due to take its first students in 1971. In June 1970 the Labour Government was defeated and a Conservative Government was returned to office. There were many Members of Parliament and, indeed, senior ministers within the new Government administration who were known to oppose the concept of the Open University — some on financial grounds and some ideologically. For a short period the whole future of the Open University was at stake but eventually it was decided to continue with the project.

However, because of the surrounding political and economic atmosphere it can be appreciated that in its early days the question for all those concerned with the Open University was survival rather than expansion at a rapid rate — and this, of course, influenced the conditions under which staff were recruited in the early days. At first, hardly any tenured posts were created and this gave cause for some concern. Fortunately this was short-lived since once the political situation had settled down a large proportion of the staff were taken on in a tenured capacity as is the norm in the university system in the U.K.²

In order to maintain the academic status of the Open University, staff academics were appointed on salary scales common to all university teachers throughout the U.K. and since these scales are negotiated nationally between the Association of University Teachers, the universities and the Government, the staff at least are secure in the knowledge that they are being treated in exactly the same way in respect of salaries as the remainder of their colleagues throughout the university system.

These factors facilitated an early acceptance by the rest of the university sector of the fact that the groundwork had been laid for maintaining proper academic standards at the Open University. Indeed, since its creation there has been very little criticism of the Open University in this respect.

As far as the staff themselves are concerned, in relation to what might be termed the 'bread and butter' aspect of terms and conditions of employment, they are in no different position than any of their colleagues in the traditional universities.

Their pay is settled on the same basis, they enjoy the universities' superannuation arrangements and the local branch of AUT is entitled to negotiate other terms of employment in line with the general pattern established elsewhere.

It is in relation to the work that they do that the real differences emerge between the Open University academic staff and the staff in the traditional universities.

Work Difficulties

Firstly, there is almost no direct face to face contact with students.³ Indeed, the checking on whether the students have absorbed the tuition given by post through courses prepared by the academic staff is carried out by the part-time tutors scattered throughout the country. Although assessments of students' progress can be made this occurs on an 'arm's length' basis by computer and individual student contact in the accepted sense does not really exist.

Secondly, there is a great deal more group working amongst the academic staff than exists in traditional universities. Although in a traditional institution courses are designed by joint discussion within departments and faculties, the detailed structuring and content is normally left to individuals. The Open University courses which are modular in character on the other hand, have to be hammered out in detail by group work and this means staff cooperation on a scale not normally seen in a traditional institution.

Thirdly, the proportion of courses for postal tuition also involves the gearing-in of courses to the supplementary and more explanatory broadcasts on television and radio.

This needs close collaboration with the British Broadcasting Corporation technical and production staff and involves the academic staff in needing to know broadcasting techniques in a thorough and practical way. Whereas in a traditional institution even when group working takes place there is only need for consultation between academics and perhaps technicians in the field of science, in the Open University the views of those engaged in the broadcasting media must always be taken into account.

Science Teaching

Particular problems, of course, arose in connection with science where practical work needs to be done to make science education meaningful. As a result the staff of the Open University devised home experiment kits. It was necessary very early on to devise some 7,000 kits for science teaching. When it is appreciated that some 360 different items are needed in the fields of Biochemistry, Geochemistry, Electromagnetics and electronics, Comparative physiology, etc., one can comprehend the new thinking that had to go on in preparing and devising kits to be used by students in a whole variety of disciplines.

To show the scope of the equipment that had to be designed de novo by academic staff and technicians special mention should be made of the "generator-scope, which is a combined oscilloscope, signal generator and power supply of unique design and low cost; and the logic tutor, a piece of electronic equipment with which students

can perform simple logic experiments and gain experience in using Boolean algebra and constructing the various circuits used in digital computers.

Another fascinating instrument is the 'Bobcat' — 'ball-operated binary calculator and tutor' — which provides an amusing mechanical demonstration of binary counting. For the course Biological Bases of Behaviour, the University's technical staff spent most of their summer dissecting out and preserving the brains from 1,800 sheep for distribution to students. Geology technicians prepared some 15,000 thin sections of rock mounted on microscope slides for examination using the new polarizing version of the McArthur microscope. Special interest has also centred on the inclusion of a cassette tape recorder in the technology foundation course kit because of its potential for supplementing and broadening the tutorial programme; course teams from both the science and educational studies faculties are examining the possibility of its use in certain of their future courses."⁴

The fact that all of this work had to be carried out in so many different disciplines at such a short

period of time threw tremendous pressures on the academic staff.

Problems have arisen which have not yet been overcome. Early on it was agreed that academic staff of the Open University should have no less opportunity for their own study and research than their colleagues in other universities. It was felt that in the circumstances of the Open University, two months' study leave per year plus one day per week should be available to each member of staff for this purpose. It is a comment on both the pressure of work and the keenness of staff to provide a service to its students that something like 100 years of study leave is now 'owing' to the academic staff. Nevertheless, if the Open University continues to flourish it is hoped that the real teething troubles will be overcome and that the staff will have some kind of settled working life that exists elsewhere.

It is clear, however, that what the Open University has produced is a new kind of academic staff member — one who has to be completely and utterly flexible in his approach towards his subject, one who is thoroughly conversant in a detailed way with the radio and television media and an academic, es-

pecially in the science faculties, who has to be inventive and familiar with all the technological and scientific techniques that can be useful in putting material over to students in unique ways. This leavening of the university teaching profession in the U.K. by people with this experience will do much to broaden the scope and outlook of the profession as a whole.

Laurie Sapper is the General Secretary of the British Association of University Teachers.

NOTES

- ¹ Internal tuition and degrees for working students are provided at Birkbeck College of the University, but apart from the fact that the majority of tuition is provided in the evening, the *modus operandi* of the institute is no different than that of the more traditional university.
- ² Those not familiar with the British pattern of academic recruitment might wish to know that a person is appointed with tenure at the outset of his career subject to a three year probation period.
- ³ Some contact takes place during the one week residential course that all students are expected to undertake annually.
- ⁴ Open University Annual Report 1972.

PART-TIME education as consumer STUDIES good

Ian M. Drummond

Only the most reckless would now dare to forecast part-time enrolments. The recent misadventures of enrolment-forecasters have made us all more cautious than we once were. It seems there is more to the game than had been thought. For part-time studies, the game is especially hard to play.

To forecast full-time enrolment, planners traditionally began with the high-school leavers, applied a continuation coefficient to get the university-entering group, and then derived the university population by applying retention rates to this group of entrants. Though this method had defects, and has certainly produced surprises, at least it is intelligible, not only to university people but to politicians. But how can we forecast our enrolment of part-time students? The potential group of "entrants" is the entire population between adolescence and senility; formal matriculation is increasingly irrelevant, as more and more universities admit "mature students" without such prior certification. The part-time entrant may take one course, or two, or even more. Further, as more and more universities modify their patterns of instruction and credit-granting, the very boundary between full-time and part-time study becomes ever more uncertain—and ever more unimportant, for education planning. These curricular changes are often justified by a prophecy: that more and more people will demand part-time study rather than full-time study. But when the changes so modify the curriculum as to make part-time study more palatable or tolerable, the prophecy becomes self-fulfilling. I am inclined to deplore these curricular changes; I still think that university study ideally involves total immersion, and I really cannot see how the gradual accumulation of credits, necessary though it may sometimes be, can amount to the same thing. In these comments, since I cannot forecast curricular change I shall at first say little about it. Instead, I shall start by brooding untidily upon educational demography, and then proceed more tidily to other matters.

Educational Demography

As the baby bulge of 1945-60 moves toward senility, the population from which part-time students are drawn will be larger than ever before—or, probably, ever again. But a relatively high proportion of this group in fact will have attended university full-time. Hence there will, be relatively few in the "able but undereducated

fringe". Thanks to the relatively generous student-aid schemes of the sixties and seventies, full-time study must have been a live option for a larger fraction of each high-school class. Since the private costs of full-time study have risen much less rapidly than family incomes, more families were probably able to finance their children's full-time education. Presumably these things will not change. During the recent past, part-time studies have received a temporary stimulus because of changes in provincial and professional regulations—changes that have forced such groups as elementary school-teachers and would-be accountants to enrol in university courses. But as in future more and more of the entrants to such professions will presumably have university degrees; fewer and fewer of them will have to study part-time while they work. Also, some professions—most obviously, elementary teaching—will have fewer and fewer members during the coming decades, as the low birth-rates of the sixties and seventies deplete school enrolments and staffs. And through full-time university attendance the student will continue to enjoy a variety of pleasures and benefits, only remotely associated with formal learning, that the part-time student can hardly enjoy. Hence one would expect that full-time study will continue to be the preferred alternative for the young, and that though the number of part-time students may very well rise, the demographic and educational situation does not really suggest a deluge of them.

It is sometimes argued that economic forces will encourage and force a great increase in the absolute number of part-time students. Leisure, we are told, is increasing, and will increase; hence more and more people will choose to spend some of their leisure in part-time higher education. Work, we are told, is changing more and more rapidly; hence more and more people will return to university on a part-time basis to change or upgrade their qualifications. I am sure that all these things will happen to some extent. But again I do not expect a deluge. Consider the following.

Education as a consumer good

The leisure-linked demand for university education is essentially the demand for education as a consumer good. But university study is arduous, and it competes with other and easier ways of learning about the world or enjoying it. Further, as more and more of the adult population will have university degrees, a high and rising proportion of

the people will, one hopes, have the power to extend their own education—without more coursework. Also, we all know that many of our undergraduates are extremely reluctant students, that if university study is serious many of its aspects are actively unpleasant and painful, and that these aspects will have to stay unpleasant. Then there are the irritants—large lectures, overcrowded libraries, uninterested tutorial-leaders. Though these things may not get worse they are most unlikely to get better. Hence we should ask ourselves, "Why should the graduate who disliked the academic part of his university experience return to the university for cultural uplift or consciousness-extending in later life?" The world is full of peddlars who offer more pleasant and speedier nostrums. Indeed, my own university has just been papered with leaflets advertising "a more integrated and centered contact with ourselves, others, and the environment", through a single weekend at a "Gestalt Workshop". Given such competition, there is no prize for a winter of Renaissance literature.

Recycling

The upgrading and recycling of adults into new professions raises other and more complicated questions. First, we should ask, *can* such things be done through part-time university study? Professional work now changes so quickly that by the time a person has completed a part-time programme that would take two or three years on a full-time basis, much of what he learned may already be obsolete. Indeed, this is the main reason why we should not readily modify professional programmes to allow more and more part-time study. Second, we should ask, is the university the logical place to provide such studies? The private sector is now full of educational enterprises that can and often do outperform the universities in the rapid, high-level, concentrated teaching that is really needed for upgrading, and that ought to be used for recycling. If a university faculty wants to acquire the relevant skills and run such programmes, well and good. But professors would certainly have to learn new skills, and we would have to take teaching more seriously than some of us now do. The result would not be simply more part-time study. It would be a new sort of "crash course". So far as I have heard, such things are rare in Canadian universities; I know of them only in faculties of medicine and theology. If we do not develop the relevant skills, we will certainly not get

much of the upgrading and recycling trade. But why should we try to capture it?

At the beginning of these comments, I remarked that many universities believe they face increasing pressure to adjust their curricula and programmes; though often linked with the desirability or necessity of part-time study, this pressure is more and more based upon other grounds—especially on the claim that each student ought to “proceed at his own rate”. Unless a university faculty has retained the idea that rational study means studying three to six related things *at the same time*, it can hardly resist this claim. If students do progress “at their own rate”, I would expect that the vast majority would choose a rate that makes them full-time students most of the time. Fee structure, student-aid schemes, and non-academic aspects of university life are likely to push them in this direction. But I would expect that more and more “full-time” students would fail to complete their degrees in the normal time. Thus if one needs fifteen credits for a general B.A., and if the normal course-load is five credits per year, I would expect that a high proportion of students would not finish their degree work in three academic years. They would then turn up as part-time students, in the summer sessions or in later academic years, until all fifteen credits had been collected. To justify this forecast, I must explain the Law of Educational Dilution.

Educational Dilution

It is a commonplace of modern economic history that as the Western world has become more productive, people have substituted leisure for work at the margin. Thus the average work week has decreased, and the average leisure week has increased. These tendencies are bound to affect the educational system. If one is learning or studying in traditional ways, rising productivity passes one by: presumably one takes as many hours to learn Gothic grammar or differential calculus in 1974 as in 1774. Hence the student can substitute leisure for work only by learning *less per year*. This is the Law of Educational Dilution. As professors, we spend much of our time denying its existence. Many years ago, we formed our own ideas about the right allocations of time to learning and to leisure. These ideas are clearly not the same as our students', but we generally explain this difference as the result of original sin or the secondary schools or television or some such thing; we seldom realise that the decrease in educational effort is caused by the rise in living standards.

In full-time studies of traditional structure, such as the old Toronto “honours courses”, the Law ensures that the faculty must fight a constant battle for standards and against student-inertia. But at least such curriculum structures aid the faculty in this battle. In full-time studies of less structured

type, the Law is almost certain to cause students to substitute some rubbish courses for quality courses. It will certainly cause them to press for the introduction of rubbish courses. In credit systems, whether structured or not, the Law leads us to expect a reduction in the *average* number of courses per year, and an increase in the *average* number of years to any degree...whether the student is full-time or part-time. Of course there will be variations from one student to another. And very few students will choose to prolong their studies indefinitely. Eventually, the joys of studenthood are swamped by the income that the full-time student is sacrificing through studenthood. But the Law surely describes a general tendency. Because living standards will rise in the future as in the past, the Law will be with us for a long time. If we change our rules and curricula along “progressive” lines, the Law may well be the main thing that pushes up our part-time enrolments. Hence only he who will predict curricular change can predict this enrolment.

Ian M. Drummond teaches Political Economy at the University of Toronto.

ST. THOMAS UNIVERSITY

Fredericton, N.B.

invites the nomination of, or applications from,
candidates for the position of

PRESIDENT

St. Thomas University is seeking an academic and administrative leader for the Office of President. The position involves overall responsibility for the administration and academic work of the university.

Written nominations or applications for the position, accompanied by a resume of qualifications and experience, should be sent to:

Franklin O. Leger, Q.C.,
Secretary,
St. Thomas University Search Committee,
P.O. Box 1324,
Saint John, New Brunswick E2L 4H8

THE UNIVERSITY OF BRITISH COLUMBIA

The University of British Columbia invites applications and nominations for the position of **DEAN OF THE FACULTY OF ARTS** effective 1 July, 1975.

The Dean exercises academic leadership in the Faculty of Arts, which consists of 20 Departments in the Arts, Humanities, and Social Sciences as well as Schools of Home Economics, Librarianship, and Social Work. Candidates should have experience in academic administration and a substantial record of accomplishment in teaching and scholarship. The University of British Columbia offers equal opportunity for employment to qualified male and female candidates.

Nominations and applications should be sent to:

Dr. Peter Suedfeld, Chairman, President's Selection Committee — Candidates for Dean, Faculty of Arts, Department of Psychology, The University of British Columbia, Vancouver, B.C. V6T 1W5.

Form over content

Post-Secondary and Adult Education. W. G. Fleming. University of Toronto Press, Volume 1V of Ontario's Educative Society. Pp. 771.

Fleming's book on post-secondary and adult education in Ontario is a fact-filled comprehensive documentation of the developments of this sector of education in Ontario since the Second World War, with the primary emphasis on the developments in the 1960's. It is not a book to be read from cover to cover and, in reviewing it I must acknowledge that I have not read all of it and will only focus on the first half dealing with university education, the primary interest of the readers of this review; the second half of the book deals with other post-secondary training institutions. But I have scanned most of it and studied some parts of it. The book is and will remain an indispensable reference book for the period surveyed, moving as it does from the minutiae of alterations in procedures and scales for evaluating students, a subject on which the author is an authority (which explains its relatively elaborate treatment), to the numerous institutional innovations which dominate the landscape of the period.

A book such as this can be a scissors and paste pastiche of all kinds of materials to create a virtually incomprehensible collage. Or it can be a judicious report of objectives and means utilized to reach those objectives, of facts and of disputes over values. Fleming's volume is balanced on this tightrope with such expertise that the stylistic ease in writing and in weaving reporting and personal observation hides the difficulty of the task.

Perhaps the result is partly attributable to Fleming's active involvement in those developments. Certainly the book testifies to his commitment to the values involved in transforming the pre-war post-secondary sanctuary of method for inculcating methodological standards upon doctors and philosophers, English scholars and physical scientists, into our present system of Social Service Stations. Post-secondary education is committed to training a new class of technocrats for the meritocracy; higher education has become a central fact in ensuring the increase in the Gross National Product of society. As such the book is a record of the developments not only in the universities but also in the technological and trades institutes, the new colleges of applied arts and technology, the Ontario Art College, nursery training institutes and sundry odd governmental, business and industrial adult training programs.

Fleming, however, in spite of this commitment, is not unaware of the shortcomings of the development. He reiterates the necessity to preserve within that development the traditional values of scholarship and professionalism while, at the same time, acknowledging a role for those who would go even further than the social service station in their commitment to the total integration of post-secondary education, particularly university education, and society. While acknowledging the critical force and value of such differing perspectives, the volume is a hymn of praise to the development of the university into a multiversity and its inclusion as part of a system of post-secondary education along with a myriad of other training institutions.

The changing relationships among universities and between the universities and government were milestones to this development. Fleming records each of these key changes. They are brought to life with judicious quotations from the key names of the period, J. A. Corry, John Deutsch, Murray Ross and Claude Bissell from academia, Donald McDonald, Stephen Lewis, Robert Nixon and William Davis representing the various political factions at Queen's Park with the quantity of quotations included representing their respective degrees of power, and Bascom St. John as the *Globe and Mail* educational reporter of the period presumably representing the community viewpoint. The governmental administrators — Jack McCarthy and Ed Stewart — however crucial to the developments, are recorded by name only without quotations as is presumably appropriate to their role in these changes. Doug Wright, as the middle man in many of the changes, is referred to and quoted extensively.

The Duff-Berdahl report, the Spink's report, the University of Toronto MacPherson report and the Canadian Centenary Gerstein lectures at York University in 1967 all played their part. The development of the use of government advisors into the Advisory Committee on University Affairs and its evolution and corresponding structural alterations into our present Committee on University Affairs is interwoven with the innovation and development of the Department of University Affairs on the one hand, and the Committee of Presidents on the other hand. The various motives offered and the structural reorganizations and key personalities involved are given accurate and fair treatment. The development of university faculty associations and their provincial and federal representative bodies receives a separate chapter for attention. So does the development of student organizations and para-academic organizations. As a result Andy Wernick, Jim Park, Peter Warrian, Steven Langdon, Ken Stone, and Bob Bossin have all been guaranteed their place in history. The large play given to radical activists not only in Chapter 10 but in Chapter 4 on university government is another indication of the author's involvement with the period in which these were predominant events, though later history may regard them as having less historical significance.

Reading these sections is akin to the experiences of a reunion where the conversation begins with, "You remember when..." As at such occasions, there are no heroes or villains in tracing the fabric of alterations that took place. This is particularly evident when the reader looks at the highlights of the developments in his own university. Thus, at York, the fracas at the beginning of York University's development between John Sealey, representing the dissidents who left, and Murray Ross, representing the victors who stayed, is referred to with a brief summary of the respective ideological positions and a diplomatic omission of the personalities involved. The same is done with the most recent year-long debates over the selection of the president to succeed Murray Ross. It is on such oc-

Niblett lays an egg

Universities Between Two Worlds, W. Roy Niblett, University of London Press Ltd., 1974. Pp. 179. \$10.25.

The main theme of this book is easy to identify. Mr. Niblett believes that we live in a time when people are losing faith in economic prosperity as a goal, in unthinking patriotism, and in externally imposed moral and religious dogmas. He argues that it is of the greatest importance for universities to offer guidance to society. Their role is not simply to train the scientists and bureaucrats so necessary to the running of modern states, but to educate human beings who are capable of producing a society which is once more sure of its goals. Mr. Niblett emphasizes that in order to achieve this new society it is not enough for universities to "educate experts capable of handling with intelligent detachment both things and ideas." They must also develop in their students a capacity for personal feelings, a sense of purpose, and a fitting response to religious, moral, and aesthetic phenomena.

These sentiments would provide admirable material for a convocation address. However, when they form the subject of a book, the reader will naturally expect a careful analysis of the various claims which are made and the various goals which are put forward. In particular, the reader will expect to be told what such concepts as "capacity for personal experience" and "personal recognition of moral authority" include. Moreover, he will want to know whether Mr. Niblett has a fully developed doctrine of human nature, and if so, what it is. He will want to know what Mr. Niblett's views are about such matters as the meaning of and justification for ethical and religious statements. He will want to know precisely why Mr. Niblett assigns the universities a special role in the development of human beings; and how they are expected to carry out this role.

Unfortunately Mr. Niblett's book contains no answers to any of the above questions. There is no sustained analysis of any of the concepts to which he attaches so much importance; there is no discussion of possible evidence for his claims about human beings; and there is no attempt to tell us precisely how universities should fulfill the role of producing human beings who are developed both intellectually and emotionally. Moreover, the book is peculiarly difficult to read. The individual sentences make sense, but they do not add up to a whole. The author leaps from topic to topic, and there is no discernible thread of argument. I do not recommend this book.

E. J. Ashworth

Cont'd on next page

“Adult education at dead end...”

The University in a Learning Society, by Gaétan Daoust and Paul Bélanger. Published by Les Presses de l'université de Montréal, Montréal.

Gaétan Daoust, director of the *Service d'éducation permanente*, University of Montreal, and Paul Bélanger, director general of the *Institut canadien d'éducation des adultes*, have published at *Les Presses de l'université de Montréal* a study commissioned by the Conference of rectors and principals in Quebec universities and by the Quebec Council of Universities. This is a fine piece of work, tightly knit and remarkably written and it is based on precise factual data. Sub-titled “From adult education to lifelong education”, it reflects a wealth of experience and thought verified through abundant consultation. The “elements for strategies”, which are translated into a certain number of recommendations, take on added meaning if it is remembered that the philosophy reflected in the report apparently rests on three underpinnings, namely the concept of a learning society (Faure Report), the beginning of a much stronger institutionalization of the machinery for adult education and lifelong education in the universities, and particularly the recommendation made by the Council of Universities to the Minister of Education to the effect that in the Council's opinion “the total concept of lifelong education can be established as basic to our whole educational system, and hence of higher education”, which is an integral part of it.”

The Quebec focus of the report need not dampen the interest of the non-Quebec reader, because as the author points out, the report “deals explicitly with adult education practices in the Quebec university community, and goes much beyond this inasmuch as it offers a contribution to the planning of a process for lifelong education”; furthermore, “a number of our proposals coincide with the strangely convergent conclusions reached in various studies dealing with change in the universities”.

The first part is “devoted to an analysis of the dialectic relationships between the university and society in Quebec”. The rising demand for vocational training is examined with reference to the changing economic structures, the conflict

generated by inequalities in vocational skills, as well as the cultural crisis and its counterpart, the counterculture phenomenon. The rather negative picture that emerges is a challenge to the university to “contribute to the development of a new type of learning, related to the requirements of our society”.

An analysis of the adult education phenomenon in Quebec universities reveals the emergence of new functions for the university, in keeping with a world-wide trend. The true role of the university must therefore be reexamined in the context of the adult education movement. Obviously, the involvement of adult student groups in the community has created a new awareness of such factors as: the existence of new relationships with industry, the emphasis placed on vocational upgrading for the middle class, female under-representation and the tremendous effort devoted to the improvement of teachers. Cultural and community progress are now seen as marginal, with the immediate results in the methods of financing adult education and in the structure and contents of curricula. A complete overview is given, and the “replacement role” played by industry and by some voluntary organizations is briefly described. The final diagnosis is that adult education is at a dead end since it “is an extension of the regular university course and is subject to the requirements, standards or objectives of the professional and disciplinary complexes”. There is therefore a need for “a complete revision of the principal functions which have hitherto been assigned to adult education”, and the latter must become a regular function of the university.

The university is called upon to rise to the challenge through an educational effort focused on the development of human resources, the collective upgrading of industrial and agricultural workers, cultural improvement based on the tapping of individual and collective identity and creativity, more active participation on the part of social groups, and the development of science research policies with particular emphasis on the need to vitalize the critical function of the university. The real challenge is for the university to make its resources available to the total community, and to move from

a position of equal access to one of equal opportunity. This will bring about a greater need for participation in the marshalling and democratic management of educational resources, because it is only through a mobilization of all its resources that the community can become a learning community. Greater flexibility will permeate teaching practices at all levels of higher education.

Faced with the impact of adult education and, in the longer term, lifelong education, the authors have acquired the conviction that “we must stop looking at the problem from within the university”, and their conclusion seems absolutely basic: “What is at stake is the rediscovery by the university of its critical function, and the invention of new functions which it must assume in a society whose deepest aspirations and common interests it is less and less able to serve”. It is in this context that one must interpret the approximately 77 recommendations forming the “elements of a strategy for a learning society”.

For its breadth of vision, richness of thought and unwavering dialectics, this book commands attention and measures up quite well with the many and much more voluminous reports emanating from high-ranking commissions. One may disagree with it on certain points, but it is very difficult to escape its line of reasoning.

However, the task of the authors did involve some risk. One could wish, for instance, that in their search for a model of the university of the near future that would fully provide for adult education without the present heavy commitment to vocational training, the authors had more closely identified what should be retained as permanent in the university structures, because of the equally permanent need for vocational training in the present and future society. Everyone agrees that to train chemists today, there is no need to revert to the alchemy of the middle ages. The image of the permanent university, serving the adults in a system of lifelong education, would have been less ambiguous.

Also, the educational design, both individual and collective, could be integrated into a clearer institutional framework, where it would be seen as compatible with future resources but also with the resources immediately available in present-day universities; such an approach would have mitigated some of the unavoidable opposition. In the same line of thought, the conclusion drawn in the report on the basis of its particular type of analysis as to the state of anarchy in the upgrading of teachers could, perhaps, have been described with greater nuance if a more genetic approach had given a glimpse of other dimensions. Nevertheless, the questions raised by the Daoust-Bélanger report evince a great richness of thought, strength of demonstration and boldness in the formulation of strategies. For this we should all be grateful.

“Objectifs généraux de l'enseignement supérieur”, book III, page 3, 1973.

Maurice Barbeau

FORM... from p. 26

casions that the inevitable frustrations of such a book become apparent for one wants a deeper level of analysis and interpretation which such a survey volume cannot present. Its virtue is that the book stimulates the desire to obtain or undertake one.

The one serious reservation I have about the book is that in the focus on objectives, policies, procedures and structural alterations, the forms of education receive undue attention while the alterations in the content of education, research and

the curriculum are ignored. The preoccupation with formal changes while neglecting the vast changes in content probably reflects not only the bias of the author but of the period as well. Though chapter five attends to the developments of some new programs and structural alterations in existing ones, and chapter eight attends to the changes in organizing and financing research activities, the content of those changes in altering the intellectual perspectives on the world are more crucial. Though

it is clearly unfair to expect a volume focussing as it does on the external changes in the formal elements of post-secondary education (especially when the job has been done with a high degree of judicious selection) to deal also with the changes in content, it is not unfair to indicate that these problems, which probably have more important historical significance than the formal changes, require and need a separate volume, even if it is only a survey of the actual alterations that have taken place.

Howard Adelman

Adult education : improving the system in Great Britain

Adult Education: a plan for development. Report of a Committee of Enquiry appointed by the Secretary of State for Education and Science under the Chairmanship of Sir Lionel Russell (London: Her Majesty's Stationery Office, 1973, £1.90).

This report, the first serious examination of adult education in Great Britain since 1919, took some four years to prepare. That length of time was required simply because adult education from its nineteenth century roots in the essentially voluntary work of trades unions, co-operatives and universities, has become a major if inadequately provisioned part of British education. A host of organizations and a variety of interest groups are now involved in the field, and sorting out their viewpoints and interests, as well as making equitable recommendations, became immense tasks. Aside from lengthy appendices devoted to examinations of legislative and administrative frameworks, statistics, and a study of the effects of varying fees structures, the report concentrated upon assessing current need, reviewing the existing systems, and suggesting patterns of future development. In the process, the members of the committee have produced a useful, cautiously reformist document.

Generally, the report makes two main points: that adult education is going to continue to expand as a field of education demanding special programmes; and that the existing institutions involved — the Local Education Authorities, the universities, the Workers Education Association, and other voluntary bodies — while doing yeoman work, need more assistance and co-ordination. In

keeping with these points, the report makes a series of recommendations, including a doubling of government expenditure; the appointment of more full-time adult educators, especially by the Local Education Authorities; increased aid to disadvantaged adults now outside the educational systems; the creation of community educational centres using existing facilities as much as possible; and the establishment of National and Local Development Councils to encourage co-operation between the organizations involved in the field. Just as importantly, the report pleads for the development of a responsive, adaptable adult education system based solidly on community needs and student involvement. In total, such recommendations, while they hint at creating a system which could implement the concept of "l'éducation permanente" so popular in many adult education circles, are, to an outsider, hardly radical or even controversial. One is bewildered, in fact — even considering the turbulent political and economic developments of the last year and a half — to understand why the British government has not implemented some of its major recommendations.

A Canadian academic looking at this volume would probably be, in the first instance, chagrined by its overly-judicious, often-deadening style. It would be unfortunate, though, if he didn't complete reading it. The main reason is that the authors of the report were groping in a determined, realistic way to find the means whereby a total adult education system could be developed. Only a few Cana-

dian academics have glimpsed the immense possibilities and challenges such an effort involves: it is rewarding to observe how experienced, committed individuals approach it. The concept of local educational organizations acting as resource centres in imaginative, responsive ways has considerable potential in Canada; so too do the possibilities inherent in encouraging co-operation between all the institutions — such as school boards, community colleges, universities, libraries, museums, and art galleries — involved in adult education. Similarly, the plea made in the report for meeting the needs of under-privileged adults — while hardly carried through in the form of concrete recommendations — should force Canadian academics to look closer at similar groups in their own country.

Nevertheless, some Canadian observers might be disappointed in the limited rôle assigned universities by the Russell commission. By and large, in its opinion, the universities should keep close to their historic involvement through extra-mural departments. Most of the initiative for new programmes would lie with the Local Education Authorities, making university involvement essentially voluntary. This is a much more restrained approach than that taken by recent Canadian commissions investigating continuing education as a part of post-secondary education. And, to this observer at least, it is unfortunate because it tends to deny to as large a portion of the community as possible the benefits a university can bestow. It is particularly disappointing in Great Britain because one might have expected that the precedences set by the Open University, especially in teaching method, would have opened up numerous ways in which universities generally could have been of more service.

Nevertheless, despite its irritating aspects, the report is worth reading for any Canadian academic seriously interested in continuing education: it demonstrates the potential of the field, and it offers clues as to how existing systems comparable to our own might be improved.

Ian MacPherson

Retirement — some useful facts

My purpose holds: Reactions and Experiences in Retirement of TIAA-CREF Annuitants by Mark H. Ingraham with the collaboration of James M. Mulanaphy. 163 pages. Published by Educational Research Division, Teachers Insurance and Annuity Association & College Retirement Equities Fund, New York, N.Y., 1974

The book analyses and also quotes some of the replies from a questionnaire sent to a sample of 2,200 TIAA-CREF annuitants in the fall of 1972. Over 1,500 replied — a remarkable response. Since TIAA-CREF is available to all university and college personnel and since individuals may continue their pension contributions even after they cease to be employed by an academic institution 6% of those replying had not retired from an academic institution and 15% were clerical-service employees leaving 79% faculty and academic administrators. About 40% were women — probably predominantly clerical personnel although there is no breakdown in the book. In terms of age 49% were 60-70, 34% were 71-77 and 17% were 78 or older (the oldest was 99).

Dr. Ingraham, who has himself recently retired, summarizes the replies briefly in each of thirteen subject area chapters using most of the space for

quotations from the annuitants. Some Canadians will have met Dr. Ingraham when he visited most Canadian universities in 1965-1966 in connection with the preparation of a Report on "Faculty Retirement Systems in Canadian Universities". Others will be familiar with "The Outer Fringe" — his study of faculty fringe benefits other than annuities and insurance. His style remains engaging and readable.

For those approaching retirement the book is both encouraging and informative. Dr. Ingraham summarizes the replies briefly as "disgustingly cheerful" and, in more detail, says .

The usual picture given by more detailed analysis was of a person with at least adequate means but fearing inflation or overwhelming medical expenses; active but wondering how long he can keep up the pace; healthy but realizing that a period of poor health may be in store; pleased with persons he knows, especially children and grandchildren, but rather put out with those under sixty — and even more with those under thirty — whom he does not know.

No doubt the outlook is rather less cheerful today since double-digit inflation was hardly envisioned in 1972 and CREF annuity units have fallen in value

by over 25% in the past year. Illness — of oneself, one's spouse, or sometimes other relatives — is clearly a problem, one that is compounded in the United States by that country's archaic hospital and medical arrangements. Transportation is another source of difficulty.

More than half worked for salary following retirement — 39% in teaching, 22% in consulting and 14% in research. Many devote substantial time to voluntary service and to hobbies. There is much useful advice on such problems as moving to a new community — or even a new country although few seem to have done that — to a new house or apartment, or eventually to a nursing home.

Finally "The Unhappy Side of Retirement" refers to boredom, loneliness and the loss of status reflected in euphemistic, patronizing language. "The phrases 'senior citizen', 'golden years', and their ilk appear to be particularly obnoxious." Universities might bear this last point in mind in their advertising offering those over 60 free tuition!

E. D. Maher

Broad framework for university development

Priorities for Action: Final Report of the Carnegie Commission on Higher Education. McGraw-Hill Ryerson Ltd. 1973. \$5.50 Soft cover; \$10.95 Hard cover.

After six years of deliberations and more than one hundred interim reports, the Carnegie Commission on Higher Education has produced its Final Report. *Priorities For Action* is both a bold analysis of the existing and future role of higher education and a disappointing anthology of familiar specifics. That it achieves the former, sometimes by means of the latter, is a paradoxical yet understandable result of our present attempts to understand and predict the evolution of higher education in North America.

The Commission bases its far-reaching recommendations on the lamentable fact that no fundamental discussion of the purposes of the universities has taken place in the United States for over a century. Using a similar approach to that of our own recent Commission on Post-Secondary Education in Ontario, the members of the Carnegie Commission propose recommendations which are designed to provide a broad framework for future development of post-secondary education at the government and institutional level. Certainly, the Report documents in a vivid manner the need and urgency for such a review. Not only are new types of students being drawn to the universities, by motivations and aspirations dramatically different from the 60's, but enrollment projections and financing commitments are uncertain. In a more fundamental sense, the job market, once able to absorb any quantity of university graduates, will continue to fluctuate in mercurial fashion in its search for university talent.

In its attempts to define a realistic role for post-secondary education, the Commission recognizes the real constraints, both financial and philosophical, that characterize North American society today. Indeed, the Commission seems to waiver in its feelings that there is in existence a general will and ability to rise above the existing constraints and articulate realistic priorities for the foreseeable future. We are warned that educational institutions cannot continue to expect an increased share of the GNP, nor can they assume that the mere setting of priorities will result in an educational nirvana.

Despite the potential pitfalls of priority setting which the Commission quite readily acknowledges, the Report recommends the selection of several dominant themes to provide a format for assessing the future direction of post-secondary education. The following broad "programmes of actions" are

suggested as a means of setting priorities:

- Clarification of Purposes
- Preservation and Enhancement of Quality and Diversity
- Advancement of Social Justice
- Enhancement of Constructive Change
- Achievement of More Effective Governance
- Assurance of Resources and Their More Effective Use.

Each priority in itself makes for interesting reading. Not only has the Commission attempted to understand the pressures that have forced the post-secondary institutions into a period of self-analysis, but it has also marshalled and disciplined the facts to suggest some broad and enlightened approaches within each programme. The virtue of the Report is at once its weakness. It challenges many conventional beliefs while holding out enough evidence to indicate the suitability of changing some directions. Yet in establishing broad frameworks, the Commission has relied on some assumptions which are both insignificant and unconvincing.

The Carnegie Commission assumes that a society, which is gradually becoming more humane and more meritocratic, will assure a high place on the ladder of public priorities for university education. It proceeds from this to recommend a greater commitment to universal accessibility through improved programmes of grants and loans. In addition, the Report suggests that the university set aside from one to three percent of its existing budget for "new endeavours" to reduce the gap between "ideas and application." Here we see evidence of the Commission's assumptions leading to specific recommendations that are questionable and, in some instances, inconsistent. It is difficult for university administrators to respond effectively to the theme of universal accessibility when faced with zero-growth budgets and the demand for ceilings on tuition fees. It is equally difficult for governments to adopt this theme when, as the Commission suggests, they are currently re-evaluating their commitment to higher education.

Despite its shortcomings, the Commission's Final Report is a useful and valuable document, if only to point out once again to us that our assumptions regarding higher education must be re-examined. As the Commission justifiably insists, no number of specific recommendations will enable us to respond to the issue of change until the universities themselves recognize that their future rests on their ability to overcome inertia.

H. Ian Macdonald

About our reviewers...

Professor Howard Adelman teaches Philosophy at York University in Toronto... **Professor E. J. Ashworth** teaches Philosophy at the University of Waterloo... **Maurice Barbeau** is in the department of continuing education at Laval University in Quebec...

Professor Ian MacPherson teaches History at the University of Winnipeg. **Professor E. D. Maher** is Chairman of the CAUT Subcommittee on Pensions... **Dr. H. Ian Macdonald** is President of York University... **Professor A. M. Sinclair** teaches Economics at Dalhousie University in Halifax.

Tenuous connection

Educational Systems and the Labour Market, by Edward Harvey, Don Mills: Longman (Canada), 1974, pp. 223.

The general argument of this book is that the system of higher education in this country needs to be radically re-designed since the long-standing relationship between the educational system and the labour market has altered significantly in recent years. It is, unfortunately, a disappointing book, not so much because its conclusions are in themselves unacceptable, but because the connection between the conclusions and the accompanying analysis is tenuous and unclear.

The statistical basis of the study was obtained from a survey carried out in 1970 of over 4000 graduates from four Ontario universities who received a B.A. or a B.Sc. degree in 1960, 1964 or 1968. The analysis of the questionnaire results is preceded by a rather superficial discussion of changes in the Canadian labour force (including a completely inadequate discussion of the important concept of the "labour market"), and by a brief overview of some changes in post-secondary education in Canada (including financing of post-secondary colleges). Indeed, the reasonably well-informed general reader would probably do as well to start the book on page 74, where the author introduces the "historical cohort" approach that his study follows.

Part II contains the results from the author's questionnaire. As an example of the findings, male graduates over the sixties believed that a university education was increasingly less important for getting a job, but the reverse was true for females, whereas both male and female graduates over the decade came to consider "work satisfaction" a less important ingredient in overall life satisfaction. The text and tables abound with such "facts", but the point on which the author wishes to focus is that university graduates over the decade tended to find it harder and harder to find jobs, especially ones with an "appropriate" prestige factor. This leads him to the "suspicion" that "jobs for graduates of higher education may be closing off more rapidly than new possibilities within the occupational structure can be opened."

Part III contains a general and largely unfocused discussion of ways in which the educational process could adapt to the "troubling" finding that the labour market value of a university education has declined. Although the author clearly finds this conclusion to be a troubling one, he fails to indicate why this is so, and, more generally, he fails to state what he would regard as appropriate links between the educational system and the labour market. As a consequence, his remarks on the financing of education and on the need for flexibility in curricula and educational organization have the appearance of off-hand remarks, rather than of an integrated solution to a well-stated problem.

In brief, this book unfortunately attempts to expand what might have been an interesting short paper on attitudes and work experience of certain Ontario university graduates in the sixties, and, as a result, the reader is not as enlightened about any subject as one might expect from the title.

A. M. Sinclair

SALARIES OF FULL-TIME TEACHING STAFF AT CANADIAN UNIVERSITIES

(Statistics Canada, 1st edition)

1974-1975

This bulletin presents preliminary partial statistical information on the 1974-75 salaries of full-time teaching staff at Canadian universities and colleges.

These figures are based on the reported annual rate of salary for full-time teachers only, including teachers on sabbatical leave but excluding teachers on leave of absence and visiting staff. The release of figures is authorised in each case by the responding university concerned.

Note: Please bear in mind that these are overall figures and that many factors can influence the data such as the age profile of the teaching staff, the number of years in the rank, qualifications and the size of the institution. Also note that some universities impose a maximum salary to each rank while other universities have an open-ended scale.

(Ed. Note: the figures presented here were taken from a fuller-ranging Statistics Canada study, which is available from Statistics Canada.)

Institutions	Numbers — Nombres	Floor — Bas de l'échelle	Average — Moyenne	Median — Médiane
Acadia University¹				
Full professors — <i>Titulaires</i>	28	—	23,429	23,338
Associates — <i>Agrégés</i>	37	—	18,446	18,425
Assistants — <i>Adjoins</i>	58	—	14,890	14,900
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	171	—	17,070	16,025
Male — <i>Hommes</i>	143	—	17,528	16,400
Female — <i>Femmes</i>	28	—	14,728	13,688
St. Francis Xavier University				
Full professors — <i>Titulaires</i>	17	18,400	24,969	24,870
Associates — <i>Agrégés</i>	50	14,500	18,277	18,553
Assistants — <i>Adjoins</i>	64	11,300	14,293	14,260
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	152	—	16,567	15,760
Male — <i>Hommes</i>	122	—	17,305	16,113
Female — <i>Femmes</i>	29	—	13,643	12,465
Dalhousie University (including medicine)				
Full professors — <i>Titulaires</i>	146	19,000	28,033	26,650
Associates — <i>Agrégés</i>	175	15,250	21,809	19,750
Assistants — <i>Adjoins</i>	252	12,000	17,792	15,750
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	683	—	21,059	19,200
Male — <i>Hommes</i>	583	—	22,070	20,500
Female — <i>Femmes</i>	100	—	15,165	13,975
Dalhousie University (excluding medicine)				
Full professors — <i>Titulaires</i>	104	19,000	25,615	25,225
Associates — <i>Agrégés</i>	119	15,250	19,304	19,000
Assistants — <i>Adjoins</i>	174	12,000	14,815	14,750
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	472	—	18,340	17,000
Male — <i>Hommes</i>	389	—	19,194	18,000
Female — <i>Femmes</i>	83	—	14,337	13,150
University of New Brunswick				
Full professors — <i>Titulaires</i>	102	20,700	26,439	25,881
Associates — <i>Agrégés</i>	148	16,300	19,137	19,101
Assistants — <i>Adjoins</i>	176	12,500	15,467	15,577
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	494	—	18,880	17,428
Male — <i>Hommes</i>	435	—	19,299	17,817
Female — <i>Femmes</i>	59	—	15,793	15,127

TRAITEMENTS DES ENSEIGNANTS A PLEIN TEMPS DANS LES UNIVERSITÉS DU CANADA

(Statistique Canada, 1^{re} édition)

1974-1975

Ce bulletin offre des données statistiques préliminaires et partiales touchant les traitements des enseignants à plein temps des universités et collèges du Canada pour l'année universitaire 1974-75.

Ces statistiques salariales se fondent sur les taux de traitement annuel des enseignants à plein temps y compris les enseignants en congé sabbatique. L'autorisation de publier les données a été accordée par l'université dans chaque cas.

Nota: Veuillez noter que ces données sont des données générales

et que plusieurs facteurs peuvent en influencer les valeurs tels que l'âge des enseignants, les années depuis la nomination au rang détenu, la qualification et la taille de l'institution. De plus, dans certaines universités, chaque rang est plafonné par un traitement maximum tandis que dans d'autres le traitement maximum des rangs est flexible.

(Note du rédacteur: les chiffres donnés ici sont extraits d'un rapport plus détaillé de Statistique Canad. Ce rapport est disponible à Statistique Canada.)

Institutions	Numbers — Nombres	Floor — Bas de l'échelle	Average — Moyenne	Median — Médiane
Brock University				
Full professors — <i>Titulaires</i>	39	21,160	26,134	26,500
Associates — <i>Agrégés</i>	71	16,400	19,045	18,760
Assistants — <i>Adjoins</i>	72	13,000	15,866	15,350
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	202	—	18,751	17,910
Male — <i>Hommes</i>	180	—	19,136	18,100
Female — <i>Femmes</i>	22	—	15,597	14,750
Université de Moncton				
Full professors — <i>Titulaires</i>	16	20,000	23,385	23,685
Associates — <i>Agrégés</i>	40	15,950	19,528	19,493
Assistants — <i>Adjoins</i>	131	12,450	15,682	15,380
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	251	—	16,296	15,800
Male — <i>Hommes</i>	192	—	16,705	16,278
Female — <i>Femmes</i>	59	—	14,966	14,155
Carleton University				
Full professors — <i>Titulaires</i>	145	20,225	27,042	26,828
Associates — <i>Agrégés</i>	249	15,650	20,372	20,000
Assistants — <i>Adjoins</i>	172	12,375	16,401	16,386
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	590	—	20,772	19,868
Male — <i>Hommes</i>	531	—	21,028	20,000
Female — <i>Femmes</i>	59	—	18,468	17,856
University of Guelph				
Full professors — <i>Titulaires</i>	184	21,900	28,795	28,563
Associates — <i>Agrégés</i>	250	17,200	20,818	20,470
Assistants — <i>Adjoins</i>	217	13,500	16,592	16,380
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	705	—	21,394	19,820
Male — <i>Hommes</i>	636	—	21,714	20,189
Female — <i>Femmes</i>	69	—	18,437	17,722
Lakehead University				
Full professors — <i>Titulaires</i>	25	21,630	25,383	25,845
Associates — <i>Agrégés</i>	69	17,235	20,106	20,180
Assistants — <i>Adjoins</i>	89	13,865	16,088	15,700
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	226	—	18,151	17,275
Male — <i>Hommes</i>	199	—	18,391	17,460
Female — <i>Femmes</i>	27	—	16,377	15,000

Institutions	Numbers — <i>Nombres</i>	Floor — <i>Bas de l'échelle</i>	Average — <i>Moyenne</i>	Median — <i>Médiane</i>
Victoria University				
Full professors — <i>Titulaires</i>	32	20,300	25,459	24,900
Associates — <i>Agrégés</i>	31	15,300	17,523	17,300
Assistants — <i>Adjointes</i>	17	12,300	14,328	14,125
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	96	—	19,545	18,175
Male — <i>Hommes</i>	79	—	20,241	19,050
Female — <i>Femmes</i>	17	—	16,309	15,575

University of Waterloo				
Full professors — <i>Titulaires</i>	205	22,200	29,253	28,727
Associates — <i>Agrégés</i>	265	17,000	21,540	21,357
Assistants — <i>Adjointes</i>	195	13,100	16,474	16,243
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	727	—	21,852	21,104
Male — <i>Hommes</i>	682	—	22,174	21,357
Female — <i>Femmes</i>	45	—	16,982	16,845

University of Windsor				
Full professors — <i>Titulaires</i>	147	20,375	25,117	24,865
Associates — <i>Agrégés</i>	169	16,700	19,690	19,585
Assistants — <i>Adjointes</i>	133	12,625	16,335	15,800
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	481	—	20,411	20,070
Male — <i>Hommes</i>	423	—	20,887	20,505
Female — <i>Femmes</i>	58	—	16,938	16,525

York University¹				
Full professors — <i>Titulaires</i>	199	21,150	28,502	28,003
Associates — <i>Agrégés</i>	310	15,950	19,473	18,799
Assistants — <i>Adjointes</i>	271	12,970	15,851	15,474
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	951	—	19,693	17,934
Male — <i>Hommes</i>	783	—	20,441	18,520
Female — <i>Femmes</i>	168	—	16,211	15,440

Wilfrid Laurier University				
Full professors — <i>Titulaires</i>	24	21,400	27,442	27,993
Associates — <i>Agrégés</i>	51	16,920	20,414	20,510
Assistants — <i>Adjointes</i>	65	13,000	16,368	16,250
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	177	—	18,898	17,970
Male — <i>Hommes</i>	156	—	19,008	17,723
Female — <i>Femmes</i>	21	—	18,075	18,635

University of Winnipeg				
Full professors — <i>Titulaires</i>	16	21,000	24,422	23,728
Associates — <i>Agrégés</i>	44	16,000	18,849	19,133
Assistants — <i>Adjointes</i>	73	12,000	15,179	15,308
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	154	—	16,804	16,052
Male — <i>Hommes</i>	136	—	17,042	16,272
Female — <i>Femmes</i>	18	—	15,009	15,257

University of Alberta (including medicine)				
Full professors — <i>Titulaires</i>	433	23,466	29,253	28,631
Associates — <i>Agrégés</i>	518	17,661	21,048	20,903
Assistants — <i>Adjointes</i>	301	13,440	16,311	16,455
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	1,291	—	22,767	21,711
Male — <i>Hommes</i>	1,124	—	23,289	22,310
Female — <i>Femmes</i>	167	—	19,256	18,435

University of Alberta (excluding medicine)				
Full professors — <i>Titulaires</i>	363	23,466	28,609	28,314
Associates — <i>Agrégés</i>	443	17,661	20,645	20,757
Assistants — <i>Adjointes</i>	274	13,440	16,168	16,455
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	1,107	—	22,269	21,247
Male — <i>Hommes</i>	964	—	22,642	21,747
Female — <i>Femmes</i>	143	—	19,749	18,797

Institutions	Numbers — <i>Nombres</i>	Floor — <i>Bas de l'échelle</i>	Average — <i>Moyenne</i>	Median — <i>Médiane</i>
University of British Columbia (including medicine)				
Full professors — <i>Titulaires</i>	461	19,000	30,274	30,000
Associates — <i>Agrégés</i>	460	14,300	22,061	21,400
Assistants — <i>Adjointes</i>	610	11,500	18,455	17,800
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	1,684	—	22,582	20,800
Male — <i>Hommes</i>	1,426	—	23,466	21,650
Female — <i>Femmes</i>	258	—	17,697	17,600

University of British Columbia (excluding medicine)				
Full professors — <i>Titulaires</i>	391	19,000	29,700	29,500
Associates — <i>Agrégés</i>	408	14,300	21,415	21,200
Assistants — <i>Adjointes</i>	502	11,500	17,462	17,500
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	1,430	—	21,925	20,400
Male — <i>Hommes</i>	1,214	—	22,666	20,900
Female — <i>Femmes</i>	216	—	17,760	17,650

Simon Fraser University				
Full professors — <i>Titulaires</i>	86	19,000	30,272	30,500
Associates — <i>Agrégés</i>	140	14,300	21,332	21,075
Assistants — <i>Adjointes</i>	99	11,500	17,520	17,875
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	342	—	22,506	20,700
Male — <i>Hommes</i>	308	—	22,969	21,163
Female — <i>Femmes</i>	34	—	18,319	17,625

Laurentian University/Université Laurentienne				
Full professors — <i>Titulaires</i>	20	22,785	27,858	28,155
Associates — <i>Agrégés</i>	63	17,658	21,029	20,762
Assistants — <i>Adjointes</i>	109	13,899	16,731	16,884
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	252	—	18,067	17,481
Male — <i>Hommes</i>	214	—	18,629	18,078
Female — <i>Femmes</i>	38	—	14,903	15,690

McMaster University (including medicine)				
Full professors — <i>Titulaires</i>	239	21,100	28,836	28,100
Associates — <i>Agrégés</i>	223	16,600	21,616	20,800
Assistants — <i>Adjointes</i>	231	12,850	16,965	16,590
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	763	—	22,242	21,150
Male — <i>Hommes</i>	685	—	22,792	21,800
Female — <i>Femmes</i>	78	—	17,409	17,050

McMaster University (excluding medicine)				
Full professors — <i>Titulaires</i>	189	21,100	27,828	26,775
Associates — <i>Agrégés</i>	156	16,600	20,284	19,958
Assistants — <i>Adjointes</i>	155	12,850	15,953	15,935
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	545	—	21,633	20,425
Male — <i>Hommes</i>	504	—	21,953	20,975
Female — <i>Femmes</i>	41	—	17,703	17,485

Université d'Ottawa (incluant la médecine)				
University of Ottawa (including medicine)				
Full professors — <i>Titulaires</i>	194	21,540	28,619	27,889
Associates — <i>Agrégés</i>	245	16,650	20,827	20,532
Assistants — <i>Adjointes</i>	314	12,945	16,911	16,590
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	856	—	20,645	19,103
Male — <i>Hommes</i>	734	—	21,212	19,758
Female — <i>Femmes</i>	122	—	17,110	15,366

Université d'Ottawa (excluant la médecine)				
University of Ottawa (excluding medicine)				
Full professors — <i>Titulaires</i>	147	21,540	28,547	27,886
Associates — <i>Agrégés</i>	209	16,650	20,642	20,329
Assistants — <i>Adjointes</i>	264	12,945	16,801	16,377
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	708	—	20,345	18,766
Male — <i>Hommes</i>	600	—	20,985	19,381
Female — <i>Femmes</i>	108	—	16,672	15,283

Institutions	Numbers	Floor	Average	Median
	Nombres	Bas de l'échelle	Moyenne	Médiane
University of Western Ontario (including medicine)				
Full professors — <i>Titulaires</i>	275	20,825	29,812	29,623
Associates — <i>Agrégés</i>	390	15,725	21,331	20,740
Assistants — <i>Adjointes</i>	448	13,025	17,473	16,732
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	1,269	—	21,041	19,720
Male — <i>Hommes</i>	1,108	—	21,655	20,184
Female — <i>Femmes</i>	159	—	16,844	15,738
University of Western Ontario (excluding medicine)				
Full professors — <i>Titulaires</i>	200	20,825	29,576	29,655
Associates — <i>Agrégés</i>	297	15,725	20,907	20,202
Assistants — <i>Adjointes</i>	334	13,025	17,043	16,392
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	966	—	20,507	19,236
Male — <i>Hommes</i>	828	—	21,184	19,753
Female — <i>Femmes</i>	136	—	16,478	15,617

Institutions	Numbers	Floor	Average	Median
	Nombres	Bas de l'échelle	Moyenne	Médiane
University of Prince Edward Island²				
Full professors — <i>Titulaires</i>	10	21,684	24,513	24,617
Associates — <i>Agrégés</i>	38	17,087	19,460	20,649
Assistants — <i>Adjointes</i>	33	13,146	15,704	15,985
All ranks combined (incl. deans) —				
Total — <i>Tous les rangs (doyens inclus)</i>	106	—	17,458	16,370
Male — <i>Hommes</i>	96	—	17,495	16,484
Female — <i>Femmes</i>	10	—	17,105	15,985

¹ Acadia University does not have a salary scale — Acadia University n'a pas d'échelle de traitement.

² Preliminary data — Données provisoires.

VACANCIES POSTES VACANTS

AVAILABILITIES

Graduate 25 year, working towards Ph.D. in the U.S., holder of B.A. (hons.) and M.A. in English with 2 years of teaching experience, seeks teaching assignment and/or research position. Please write 66 Lisgar Street, Box 4, Ottawa, Ontario, K2P 0C1.

Canadian with 19 years industrial/university experience in Hydrology/Water Resource/Water related field, seeks teaching/research position in University/College. Please contact Box 5, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1.

Interested in position of Lecturer or Assistant Professor, Canadian and French degrees, near Ph.D. — available September 1975. Please contact Box 6, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1.

ADMINISTRATION

UNIVERSITY OF GUELPH AND UNIVERSITY OF WATERLOO. Guelph-Waterloo Centre for Graduate Work in Chemistry. Director of the Centre. The appointee will hold a full professorship in one university, and an adjunct appointment in the other. The appointee must have a substantial record of research achievement, and administrative experience is desirable. Because of the Centre's focus in MSc and PhD studies, an academic background is preferred, with some emphasis on graduate education. The director will coordinate the activities of the Centre and will give general leadership in this unique two-university joint program. The director is expected to continue normal research and some teaching responsibilities. The term of appointment is 3 to 5 years, negotiated on appointment; renewable. Apply to the Chairman of the Search Committee, Dean H.S. Armstrong, Graduate Dean, University of Guelph, Guelph, Ontario N1G 2W1. Closing date, when filled.

THE WOLFVILLE CHILDREN'S CENTRE. Position of Administrator. This position requires accepting responsibility for the maintenance, health and safety of all those in the Centre and adherence to other regulations under the Day Care Centre Act. This person is required to possess knowledge of early childhood development. The Centre consists of Day Care program and Nursery School. Administrative ability plus communication

and organization skills will be a definite asset. Apply in writing, giving resume of education and past experience to Wolfville Children's Centre, Box 451, R.R.#2, Wolfville, Nova Scotia.

ADMINISTRATIVE STUDIES

BROCK UNIVERSITY. Department of Administration. Applications are invited for undergraduate teaching positions as follows (a) accounting (b) marketing (c) finance (d) policy. Qualifications required are Ph.D., Ph.D. candidate or equivalent. Rank and salary will be based on the candidate's qualifications and experience. Appointments effective July 1, 1975. Applications with vitae should be sent as soon as possible to: Dr. W.A. Matheson, Acting Director, Programme in Administrative Studies, Brock University, St. Catharines, Ontario. L2S 3A0.

ANATOMY

DALHOUSIE UNIVERSITY. Department of Anatomy. Associate or Assistant Professor. Applications are invited from persons with a Ph.D. or a professional qualification for the above position. Duties may include the teaching of Anatomy to Medical, Dental or Paramedical students. An ability to teach gross anatomy would be an advantage and a research interest in the nervous system is desirable. Salary (minimum \$15,000) and rank commensurate with experience. Applications, together with curriculum vitae and the names of two referees should be addressed to Dr. D.G. Gwyn, Head, Department of Anatomy, Dalhousie University, Halifax, Nova Scotia, Canada. Closing date of applications 31 March 1975. Effective date of Appointment — 1 July 1975.

ANTHROPOLOGY

UNIVERSITY OF MANITOBA. Department of Anthropology. Applications are invited for a possible one year position at the Assistant Professor rank for the academic year 1975-76. Ph.D. required. 9 hour teaching load. Area of specialization open. Canadian experience required. Salary negotiable, competitive. Reply: Recruiting Committee, Department of Anthropology, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

UNIVERSITY OF MANITOBA. Department of Anthropology. Applications

are invited for 1975 summer school instruction. M.A. minimum requirement. North American Indians; Peoples of the Arctic; evenings, May, June, July. Introductory Anthropology (general); Introductory Anthropology (ethnography); Introduction to Archeology; Culture, Environment and Technology; Anthropology of Illness; Manitoba Prehistory; days, July and August. Two courses (6 hours) maximum. \$1000 per 3 hour course. Canadian experience required. Reply: Recruiting Committee, Department of Anthropology, University of Manitoba, Winnipeg, Manitoba R3T 2N2.

WILFRID LAURIER UNIVERSITY. Department of Anthropology. Applications are invited for an appointment at the Assistant/Associate Professor level. **Qualifications:** Ph.D., publications, teaching experience. **Specializations:** in any of the following — North America, Africa area specializations. Other areas may be considered. **Duties:** teaching undergraduates and research. Competitive salary depending on rank. Write to the Chairman, Department of Sociology and Anthropology, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5.

ART

UNIVERSITY OF MANITOBA. School of Art. Applications are invited for the following positions to commence July 1, 1975: art history, ceramics, graphic design, foundations design, painting, drawing, history of photography. Positions involve teaching in an undergraduate program at the School of Art, located on the Fort Garry Campus of the University of Manitoba. Salary and rank are negotiable. Academic requirements: MFA or equivalent. Apply to Professor A. Hammer, Director, School of Art, University of Manitoba, Winnipeg, Canada.

ATHLETIC STUDIES

UNIVERSITY OF WINNIPEG. Recreation and Athletic Studies. A possible appointment may be made at the Lecturer, Assistant Professor or Associate Professor level in the Interdisciplinary Programme in Recreation and Athletic Studies. A Master's Degree and relevant experience are the minimum qualifications; Ph.D. or Ed.E. preferred. Duties include teaching in an undergraduate Athletic Studies programme. Specific responsibilities will include teaching courses in the

Biomechanics of Movement, Elementary Physical Education and/or Sports Theory in specific courses. Salary is commensurate with qualifications and experience. Appointment begins 1 September 1975. Send curriculum vitae and references to Dr. D.F. Anderson, Co-ordinator, Interdisciplinary Programme in Recreation and Athletic Studies, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9.

UNIVERSITY OF WINNIPEG. Department of Recreation and Athletic Studies. An appointment is available at the Lecturer, Assistant or Associate Professor level for a qualified individual to teach in an academic undergraduate programme. Minimum qualifications are an M.A. or M.Sc. with relevant experience — the Ph.D. is preferred. Areas of emphasis include the Foundations of Recreation, Recreational Programme Planning and/or Field Service Experience and, possibly, Intra-Mural Programme Administration. Salary is dependent upon qualifications and experience. Apply to Dr. D.F. Anderson, Co-ordinator, Interdisciplinary Programme in Recreation and Athletic Studies, University of Winnipeg, Winnipeg, Manitoba R3B 2E9.

BACTERIOLOGY

UNIVERSITY OF WESTERN ONTARIO. Department of Bacteriology and Immunology. BACTERIOLOGIST — SESSIONAL APPOINTMENT, at the University of Western Ontario, during the period July 1, 1975 to June 30, 1976. The appointee will be responsible for a third year course in Applied Microbiology and will participate in the teaching of an introductory second year course in Microbiology and also in a Science course in Medical Microbiology. Laboratory facilities for research are available. Send curriculum vitae, including teaching experience, the names of two referees and expected salary to: Dr. N. R. Sinclair, Acting Chairman, Department of Bacteriology and Immunology, University of Western Ontario, London, Ontario, N6A 5C1.

BIOLOGICAL SCIENCES

CONCORDIA UNIVERSITY (Sir George Williams Campus). Department of Biological Sciences. Applications are invited for the position of Assistant

Professor to teach microbiology, molecular genetics and biological regulatory mechanisms. Salary is at the rate of \$12,000 per annum for the period of September 1, 1975 to May 31, 1976. This is a 9 month visiting appointment as a sabbatical replacement. Send curriculum vitae and names of three referees to Dr. H. Enesco, Chairman, Department of Biological Sciences, Sir George Williams, Concordia University, Montreal, Que. H3G 1M8.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Biology. Title of position: Assistant Professor. Qualifications required: Ph.D. preferred and evidence of successful teaching experience. Nature of duties: Teaching first and second year courses of the University. Salary offered: \$12,300. Person to whom inquiries should be addressed: Dr. A.M. Sullivan, Principal Designate, Corner Brook Regional College, c/o Memorial University of Nfld., St. John's, Newfoundland. Effective date of appointment: September 1, 1975. Closing date for receipt of applications: 2 weeks from date of advertisement.

UNIVERSITY OF NEW BRUNSWICK. Department of Biology. Applications are invited for a one-year position at the Assistant Professor level as a replacement for a faculty member on sabbatical leave. The successful applicant will be expected to resume duties commencing July 1, 1975. Qualifications: candidates should have a Ph.D. in Microbiology and preferably some teaching/research experience. Salary: at the Assistant Professor level. Responsibilities: Microbiology. (i) to teach a two-term course, with lab, to Science students in General Microbiology and (ii) to teach a one-term course, without lab, to Science students in Microbial Physiology. Applications including curriculum vitae and names of three referees should be sent by March 31, 1975, to Dr. M.D.B. Burt, Chairman, Department of Biology, University of New Brunswick, Fredericton, N.B. E3B 5A3.

UNIVERSITY OF NEW BRUNSWICK. Department of Biology. Applications are invited for a one-year position at the Assistant Professor level. The successful

applicant will be expected to resume duties commencing July 1, 1975. Qualifications: candidates should have a Ph.D. and, preferably some teaching experience. Salary: at the Assistant Professor level. Responsibilities: Genetics: to teach a one-year term course in introductory genetics and a one-term course in Modern Cytogenetics. Applications including curriculum vitae and names of three referees should be sent, by March 31, 1975, to Dr. M.D.B. Burt, Chairman, Department of Biology, University of New Brunswick, Fredericton, New Brunswick, E3B 5A3.

TRENT UNIVERSITY. Department of Biology. A faculty position is open for a biologist with a background in wildlife biology or theoretical ecology and with special interest and experience in either birds or mammals. The main duties would be to assist in the teaching of junior undergraduate courses in animal biology and to give an upper year course in his/her special subject and to undertake research. The appointment is sessional and commences on July 1, 1975. The rank and salary would be commensurate with the applicant's qualifications and experience. Applications or enquiries should include a curriculum vitae and the names of three referees, and should be sent to: The Chairman, Faculty Search Committee, Department of Biology, Trent University, Peterborough, Ontario, Canada, K9J 7B8.

UNIVERSITY OF WINDSOR. Department of Biology. Evolutionary Biologist for appointment at professorial rank and salary according to qualifications. Teaching of comparative vertebrate zoology and other graduate or undergraduate courses according to interest. Successful candidate is expected to contribute to research and graduate programme in population biology. Preferred research qualifications are in areas of evolutionary processes in populations and communities, ecological genetics, or behavioural ecology. Send curriculum vitae, reprints, names of three referees to: Dr. H.D. McCurdy, Head, Dept. of Biology, University of Windsor, Windsor, Ontario, Canada, N9B 3P4.

UNIVERSITY OF WINDSOR. Department of Biology. Post-Doctoral Fellow or Research Assistant. Microbiologist or biochemist with interest in polysaccharide chemistry, ultrastructure or cell regulation mechanisms for research on prokaryotic developmental systems (myxobacteria and blue greens). Salary \$8,500 with possible teaching supplement. To apply send curriculum vitae, copies of reprints and names of three referees to: Dr. H.D. McCurdy, Head, Department of Biology, University of Windsor, Windsor, Ontario, N9B 3P4.

UNIVERSITY OF WINNIPEG. Department of Biology. An appointment is available for an Instructor in the Department of Biology with an M.Sc. (or equivalent) with a specialization in Zoology. Duties include instructing laboratories in Invertebrate and Chordate Zoology. Salary is dependent upon qualifications and experience. Appointment begins September 1, 1975. Applications will be received until position is filled. Contact Dr. J.C. Conroy, Chairman, Department of Biology, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9.

UNIVERSITY OF NEW BRUNSWICK. Department of Business Administration. Title: Assistant or Associate Professors in Business Administration. Qualifications Required: Ph.D. or near completion. For Accounting M.B.A. and a professional accounting degree. Nature of Duties: To teach undergraduate courses in Accounting, Business Policy and Marketing. Salary: Appropriate to qualifications and experience of appointee. Person to Whom Inquiries Should be Sent: Dr. Hem C. Jain, Professor and Chairman, Division of Social Science and Administration, University of New Brunswick, Saint John Campus, Tucker Park, Saint John, New Brunswick, Canada. Effective Date of Appointment: July 1, 1975. Closing Date for Receipt of Applications: When position filled.

UNIVERSITY OF NEW BRUNSWICK. Department of Business Administration. Applications are invited for undergraduate teaching positions as follows: (a) accounting; (b) finance; (c) management; (d) marketing; (e) policy. Qualifications required are Ph.D., Ph.D. candidate or equivalent. Duties involve undergraduate teaching and research. The rank and salary are based on the candidate's qualifications and experience. Appointments effective July 1, 1975. Chairman, Department of Business Administration, University of New Brunswick, Fredericton, N.B. E3B 5A3.

BUSINESS ADMINISTRATION

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. School of Business Administration & Commerce. Title of position: 5 positions at any academic rank in the areas of: Accounting/Finance; Quantitative Methods; Organizational Behaviour; and, Personnel/I.R. Qualifications required: Ph.D. or an appropriate combination MBA and experience. Salary offered: Salary will be competitive at all ranks. Person to whom inquiries should be addressed: G.A. Pynn, Director, School of Business Administration & Commerce. Effective date of appointment: September 1, 1975.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Chemistry. Title of position: Assistant Professor. Qualifications required: Ph.D. preferred. Nature of duties: Teaching first and second year courses of the University. Salary offered: \$12,300. Person to whom inquiries should be addressed: Dr. A.M. Sullivan, Principal Designate, Corner Brook Regional College, c/o Memorial University of Nfld., St. John's, Newfoundland. Effective date of appointment: September 1, 1975. Closing date for receipt of applications: 2 weeks from date of advertisement.

CHEMISTRY

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF SASKATCHEWAN, 1974 INVITES NOMINATIONS AND APPLICATIONS FOR THE POSITIONS OF (a) VICE-PRESIDENT (ADMINISTRATION) and (b) DIRECTOR OF PLANNING

These appointments will be made effective July 1, 1975, or as soon as possible thereafter, for an initial term renewable by mutual agreement. The appointees will report directly to the President who will assign their duties and responsibilities. These will include:

(a) **Vice-President (Administration).** The appointee will be expected to develop policy and procedures in the areas of financial management, personnel relations, physical plant administration, purchasing and business operations, such as residences, food services and the bookstore. He will have important responsibilities for labour-management relations and will be the main liaison with all suppliers of goods and services. The development of effective accounting and other financial systems also will be an important duty.

(b) **Director of Planning.** The appointee will be responsible for the preparation and maintenance of the academic plan of the University in consultation with the Vice-President (Academic), and will supervise the preparation of the University's annual operating and capital budgets for presentation to the University's annual operating and capital budgets for presentation to the Universities Commission. He will organize institutional research activities and be responsible for information gathering related to the institution's academic and other programs.

Salary and other benefits are negotiable.

Applications should be accompanied by a detailed curriculum vitae and the names of several referees. Letters of nomination should include biographical details of the nominee. Applications, nominations and inquiries should be directed to:

Mr. N. K. Cram, Secretary,
University of Saskatchewan,
Saskatoon, Sask.
S7N 0W0



PRESIDENT

Qualities sought are maturity of judgment and outlook with proven general managerial ability, sympathetic understanding of the arts, tact, enthusiasm and leadership. Attractive salary.

Reply in confidence to:
The Presidential Search Committee
100 McCaul Street, Toronto, Ontario.

ontario college of art

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Chemistry. Applications are invited from physical chemists for a joint appointment in the Department of Chemistry and the Faculty of Medicine at the assistant professor rank, starting 1st September 1975. The appointee will team teach an introductory physical chemistry/biophysics course in Medicine and physical chemistry at various levels of Chemistry. The appointee will be expected to carry out collaborative research in either or both of Chemistry and Medicine. The appointee will have a Ph.D. degree, postdoctoral and some teaching experience. The present salary floor is \$12,300. Please send curriculum vitae and the names of three referees to Dr. J.M.W. Scott, Chairman, Search committee, Department of Chemistry, Memorial University of Newfoundland, St. John's, Newfoundland, Canada, A1C 5S7.

CLINICAL STUDIES

UNIVERSITY OF GUELPH. — Ontario Veterinary College. **Department of Clinical Studies.** The Department of Clinical Studies of the Ontario Veterinary College, University of Guelph requires an Assistant Professor in the area of Radiology as of July 1, 1975. The main duties of the applicant will be to teach radiology at the undergraduate and graduate level and to participate as a clinician in the Veterinary Teaching Hospital. The applicant must be eligible for licensure in the Province of Ontario. Advanced degree, teaching experience and Board certification or eligibility for Board certification would be desirable. Salary will be commensurate with experience and qualifications. Inquiries regarding the position can be made to: Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada.

UNIVERSITY OF GUELPH — Ontario Veterinary College. **Department of Clinical Studies.** A junior position of Resident within the Veterinary Teaching Hospital is available in the Department of Clinical Studies. The Resident would take up duties in the area of Small Animal Surgery. His primary function would be to oversee the interns and to participate in teaching Small Animal Surgery at the undergraduate and graduate level. The position will be available from April 1, 1975 and is a temporary appointment on a yearly basis for a maximum of 2 years. Salary will be commensurate with experience and qualifications. Applicants should have an advanced degree or diploma in surgery and teaching experience would be valuable. The applicant must be licensed or be eligible for licensure to practice Veterinary Medicine in the Province of Ontario. Inquiries regarding the position can be made to: Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada.

CONSUMER STUDIES

UNIVERSITY OF GUELPH. Department of Consumer Studies. Lecturer, Assistant Professor (or as qualifications warrant). Prefer graduate work in the area of design, history of design, or behavioral sciences with an emphasis on some aspect of design and behavior. Will consider a Bachelor's degree plus experience in work involving designers directly or indirectly. The ability to function as a member of an interdisciplinary team is an important qualification. Teaching and research in areas that relate product design to consumption behavior, contributing a designer's viewpoint in an interdisciplinary department. Salary negotiable. Apply to Dr. R.E. Vosburgh, Chairman, Department of Consumer Studies, University of Guelph, Guelph, Ontario, N1G 2W1. Appointment to commence July 1, 1975.

DRAMA

QUEEN'S UNIVERSITY. Department of Drama. Applications are invited for possible position of Lecturer/Assistant Professor (sessional) to teach Introductory Improvisational Acting course, Advance Acting, and do some voice coaching with individual students. Applicant should be specialist in acting and improvisation with particular emphasis on voice. Current floor for Assistant Professor \$12,900. Appointment date July 1st, 1975. Applications should be directed to R.B. Trousdell, Acting Director of Drama, Queen's University, Kingston, Ontario. Applications open until position is filled.

QUEEN'S UNIVERSITY. Department of Drama. Applications are invited for possible position of Assistant Professor (sessional) to teach one course in either Creative Drama or Acting, one course in Play Interpretation for directors, and one Introductory Theatre course. Applicant should be director with experience in contemporary production theories and techniques. Current floor for Assistant Professor \$12,900. Applications should be directed to R.B. Trousdell, Acting Director of Drama, Queen's University, Kingston, Ontario. Appointment date September 1st, 1975. Applications open until position is filled.

UNIVERSITY OF SASKATCHEWAN. Department of Drama. Assistant or Associate Professor to teach acting and directing. Minimum qualifications M.A. plus teaching experience. Possible Headship. Applications to D.F. Nalback, Head, Department of Drama, University of Saskatchewan, Saskatoon. Closing date 30 March 1975.

ECONOMICS

ALGOMA UNIVERSITY COLLEGE. Department of Economics. Applications are invited for a probationary appointment in Economics. Rank and salary to be commensurate with experience but Ph.D. preferred. Undergraduate teaching. Ability in general theory, public finance and international trade theory will be given preference. Familiarity with Economic history and current economic problems of Canada is essential. Effective date of appointment July 1, 1975. Applications will be received until position is filled. Applications, vitae and names of persons to whom reference can be made should be sent to the Principal, Algoma University College, Sault Ste. Marie, Ontario.

CONCORDIA UNIVERSITY. Department of Economics. Associate or Full Professor (subject to budgetary approval). Demonstrated record of high scholarly achievement in terms of publications and international recognition in area of Public Finance. Graduate and some undergraduate teaching; supervision of Ph.D. dissertations. Salary commensurate with qualifications and experience. Prof. M. Stelcner, Chairman, Dept. of Economics, Concordia University (Sir George Williams Campus). June 1, 1975. Until filled.

CONCORDIA UNIVERSITY. Department of Economics. Assistant or Associate (subject to budgetary approval). Commitment to excellence in teaching and to visible research. Ph.D. completed. Various areas. Competitive. Prof. M. Stelcner, Chairman, Dept. of Economics, Concordia University (Sir George Williams Campus). June 1, 1975. Until filled.

UNIVERSITY OF GUELPH. Department of Economics. Two vacancies to be filled for the academic year 1975-76. Qualifications required: a Ph.D. in Economics and preferably teaching and research experience. Rank and salary determined subject of qualifications. Duties primarily teaching and research. Department has an active undergraduate programme and a small but growing M.A. programme. Fields of specialization: Industrial Organization and Micro Theory; Econometrics but persons with other interests will also be considered. Applications to be sent to: Dr. J. Vanperkamp, Chairman, Department of Economics, College of Social Science, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF NEW BRUNSWICK. Department of Economics. Title: Assistant or Associate Professor. **Qualifications Required:** Ph.D. in Economics (urban orientation). **Nature of Duties:** An interest in interdisciplinary programme in social sciences — particularly urban studies to teach undergraduate courses. **Salary:** Appropriate to qualifications and experience of appointee. **Person to Whom Inquiries Should be Sent:** Dr. Hem C. Jain, Professor and Chairman, Division of Social Science and Administration, University of New Brunswick, Saint John Campus, Tucker Park, Saint John, New Brunswick, Canada. **Effective Date of Appointment:** July 1, 1975. **Closing Date for Receipt of Applications:** When position filled.

SAINT MARY'S UNIVERSITY. Department of Economics. Applications are invited for the position of Chairman of the Department of Economics at the professor or associate rank. Ph.D. required with appropriate research background. Duties include teaching and administration. Salary commensurate with experience and qualifications. Effective date of appointment April 15, 1975. Applications should be addressed to: Dr. D.E. Connolly, Dean of Commerce, Saint Mary's University, Halifax, Nova Scotia, B3H 3C3.

EDUCATION

CONCORDIA UNIVERSITY (Sir George Williams Campus). Department of Education. Applications are invited for several positions. Academic qualifications, preferably at the doctoral level, and experience in one or more of the following fields will be required: Philosophical Aspects of Educational Technology, Sociology of Education, History of Canadian Education, Learning and Instructional Design, Education of the Slow Learner, Education of Minorities, Education of the Culturally Disadvantaged, Early Childhood Education, Social Psychology of Education. Duties involve teaching at undergraduate and graduate levels and supervision of theses. French/English bilinguality and advantage. Rank and salary negotiable. Apply to Dr. Joti Bhatnagar, Chairman, Department of Education, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, Canada, H3G 1M8.

UNIVERSITY OF REGINA. Faculty of Education. Title of Position: Assistant or Associate Professor of Science Education. **Qualifications required:** At least a Master's degree in Education with a Doctorate preferred and with teaching experience in Science areas at the elementary and secondary levels. **Nature of duties:** Undergraduate teaching in curriculum and instruction classes in Science Education to students majoring in elementary and secondary education. Some teaching at the Master's level and some participation in the supervision of interns. **Salary offered:** Salary and rank — negotiable according to qualifications and experience. **Person to whom inquiries should be addressed:** Dean W.N. Toombs, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. **Effective date of appointment:** July 1, or September 1, 1975. **Closing date for receipt of applications:** March 31, 1975.

UNIVERSITY OF REGINA. Faculty of Education. Title of Position: Special Lecturer in Language Arts/Reading Education. **Qualifications:** At least a Master's degree in Education with a Doctorate preferred and with a substantial Literature background and with teaching experience in the Language Arts/Reading Education areas at the elementary and secondary levels. **Nature of duties:** Undergraduate teaching in Curriculum and Instruction classes in Language Arts/Reading Education to students majoring in elementary and secondary education. Some participation is required in the supervision of interns. **Salary offered:** Salary — negotiable according to qualifications and experience. **Person to whom inquiries should be addressed:** Dean W.N. Toombs, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. **Effective date of appointment:** September 1, 1975. **Position is for ten months only. Closing date for applications:** April 15, 1975.

YORK UNIVERSITY



FACULTY OF FINE ARTS DEPARTMENT OF FILM

The Department of Film of York University has opening to begin July 1, 1975, for the positions of:

- (1) Basic Still and Cinematography Instructor and
- (2) Film History, Theory and Criticism Instructor.

Both of these positions require extensive background in film production and/or scholarship and teaching experience.

The Department currently has 220 undergraduate majors and a full-time teaching staff of 9. The programme integrates studies in production, screenwriting, history, theory and criticism and is strong in interdisciplinary work with the Departments of Dance, Music, Theatre and Visual Arts.

Letters of application, resumes and the names of three referees should be submitted not later than **March 15, 1975** to:

John S. Katz, Chairman
Department of Film
Faculty of Fine Arts
York University
4700 Keele Street
Downsview, Ontario
N3J 1P3

Candidates of either sex will be given equal consideration.

YORK UNIVERSITY. Faculty of Education. Requires a Coordinator of a new Reading-Literacy Education Program. Rank open. Applicant should have a Ph.D. with University and field experience; proven record of accomplishment and ability to work cooperatively with both field and University personnel, in course planning and implementation. The position will include both teaching and administration in Pre-service and In-service situations. Applications, including vita and 3 references should be sent to Dean R.L.R. Overing, Faculty of Education, York University, Downsview, M3J 1P3. The appointment will be effective from July 1, 1975.

EDUCATIONAL FOUNDATIONS

UNIVERSITY OF SASKATCHEWAN. Department of Educational Foundations. Applications are invited for two anticipated positions, one junior and one senior. The senior position may involve departmental headship. Requirements include an advanced degree, preferably at doctoral level; teaching experience, preferably in public schools; interest in research and writing; administrative experience. Responsibilities include the teaching of interdisciplinary and specific courses at the undergraduate and graduate levels in the various areas of Educational Foundations: Philosophy, History, Sociology, Anthropology, Comparative Education, etc.; some supervision of student practicum. Salary dependent on qualifications and experience. Appointment to commence July 1, 1975. Applications should be sent to Dr. I. Poelzer, Chairperson, Department of Educational Foundations, University of Saskatchewan, Saskatoon, Saskatchewan.

ELEMENTARY EDUCATION

UNIVERSITY OF ALBERTA. Department of Elementary Education. Assistant or Associate professors of Elementary Education (this is a possible position depending on University budgetary decisions). M.Ed. or Ph.D. required. Successful experience in schools required. Supervision duties in new extended practicum program for students on B.Ed. (Elementary) program. Probable teaching duties in Curriculum and Instruction courses. (For this purpose, a teaching specialization background in one of the elementary school subject areas or in early childhood education would be expected.) The salary range in 1974-75 is: Assistant Professor (\$13,440-\$17,611); Associate Professor (\$17,661-\$23,416). For 1975-1976, the salary scale is under negotiation. Applications, curriculum vitae and the names of at least three references should be sent to Dr. A. MacKay, Chairman, Department of Elementary Education, Faculty of Education, University of Alberta, Edmonton. Position open — July 1, 1975. Closing date for application — when filled.

ENGLISH

MOUNT SAINT VINCENT UNIVERSITY. Department of English. Assistant professor. Ph.D. Nine hours of undergraduate teaching in Shakespeare and Seventeenth Century Studies; interest in Romantic literature and Freshmen English desirable. Salary according to qualifications and experience. Dr. O. Broomfield, Chairman, Department of English, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 2J6. July 1, 1975. When position filled.

ENVIRONMENTAL STUDIES

UNIVERSITY OF WATERLOO. Faculty of Environmental Studies. Applied Ecologist in the School of Urban and Regional Planning, University of Waterloo. Applicants should have training in a field of natural resource management, with experience in applying this to land use management or planning problems. Duties: teaching undergrad ecology and resource management, applied research or activities in environmental management. Salary commensurate to experience. Starting date August 1, 1975. Apply to: Professor H.

Coblentz, Director, Faculty of Environmental Studies, School of Urban & Regional Planning, University of Waterloo, Waterloo, Ontario, N2L 3G1.

ÉTUDES SOCIALES

UNIVERSITÉ DE L'ALBERTA — Collège Universitaire St. Jean. Éducation/Études Sociales. Nous recherchons un spécialiste dans la formation des futurs maîtres de français, première langue, et un spécialiste des méthodes d'enseigner les «Social Studies» en français. La nomination se fera à partir du 1^{er} juillet 1975. L'échelle de salaires 1974-75 est la suivante: Prof. adjoint: \$13,400 — 17,611; Prof. agrégé: \$17,661 — 23,416. Prière de soumettre sa candidature, accompagnée d'un curriculum vitae détaillé et des noms de trois personnes qui peuvent fournir des recommandations, avant le 1^{er} avril 1975, à M. le Doyen, Collège Universitaire St. Jean, Université de l'Alberta, Edmonton, Alta.

FOOD SCIENCES

UNIVERSITY OF GUELPH. Department of Food Science. Education: Ph.D. in Food Science or Horticulture-Food Science combination or closely related fields. **Experience:** Industrial and research experience required, i.e. industrial experience as a food technologist in a food processing industry; research experience in the chemistry and/or microbiology of food processing, especially as related to fruits and vegetables. Research experience in a Government food technology laboratory may be suitable in lieu of industrial experience. Experience must be such as to adequately bridge the needs of the Departments of Food Science and Horticulture plus those of the food processing industry. This implies a sound background in the disciplines as well as in the applied areas of production research. **Duties: Research:** To conduct a research program in food technology in close cooperation with the Departments of Food Science and Horticultural Science. **Extension:** To establish and maintain contact with industry and industry organizations in the food field. **Teaching:** To teach existing courses designed to bridge the needs of the Departments of Food Science and Horticultural Science at both undergraduate and graduate levels leading to specialization in food technology.

GEOGRAPHY

QUEEN'S UNIVERSITY. Department of Geography. Applications are invited for a position in urban-economic geography, commencing Sept. 1, 1975. The appointment will be made at the Assistant Professor level. The successful applicant will have a Ph.D. (or thesis submitted), and a strong research interest in locational problems of a theoretical nature. The teaching responsibilities of the appointee will be at the upper division (honours) undergraduate level, and at the graduate level. Please submit a letter of application, together with curriculum vitae and the names of three referees to: Dr. M. Yeates, Head, Department of Geography, Queen's University, Kingston, Ontario.

WILFRID LAURIER UNIVERSITY. Department of Geography. Expanding department anticipates one or more positions available September 1, 1975. To teach graduate and undergraduate courses in one or more of the following fields: Historical-Cultural, Resources Management, Physical, others will be considered in combination with one of the above. Rank and salary according to qualifications and experience. Ph.D. and demonstrated research abilities required. Address applications with curriculum vitae and names of three references to Dr. R.W. Muncaster, Chairman, Department of Geography, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5.

HISTORY

CONCORDIA UNIVERSITY (Loyola Campus). Department of History. One year sessional appointment at Assistant Professor level. African History introductory and honours courses, and Canadian survey. Write: W. Akin, Department of

History, Concordia University — Loyola Campus, 7141 Sherbrooke St. W., Montreal, H4B 1R6.

UNIVERSITY OF GUELPH. Department of History. Lecturer or Assistant Professor, post-reconstruction United States, preferably with interest in social and economic history. A second teaching field will be important. Ph.D. or near completion. Appointment effective September 1, 1975. Salary negotiable; current floors \$11,100 and \$13,500. Send application before March 31, 1975, with curriculum vitae to Dr. A. Margaret Evans, Chairman, Department of History, University of Guelph, Guelph, Ontario N1G 2W1. Letters from referees (at least 2) should be mailed directly to Dr. Evans.

UNIVERSITY OF WESTERN ONTARIO. Department of History. Lecturer or Assistant Professor. Ph.D. or near, minimum requirement. Chinese history specialist, ability to teach in other area an advantage. Salary dependent on rank and qualifications. J.N. Thompson, Chairman, Department of History, University of Western Ontario, London, Ontario N6A 5C2. 15 March 1975.

UNIVERSITY OF WESTERN ONTARIO. Department of History. Assistant Professor. Ph.D. or near, minimum requirement, teaching experience and publications desirable. Preference will be given to specialization in French Canadian history, all other areas considered. Salary dependent on qualifications. J.N. Thompson, Chairman, Department of History, University of Western Ontario, London, Ontario N6A 5C2. 15 March 1975.

HUMANITIES

YORK UNIVERSITY. Division of Humanities. Depending on budgetary decisions, there might be a regular or sessionally limited appointment available July 1, 1975. Candidates should have a specialization in Literary Anthropology/Literature and Culture and an interest in interdisciplinary teaching. Applications should include, in addition to the standard documentation, a statement regarding the relationship between the applicant's future interests and previous training and experience. Rank and salary dependent upon training and experience. Applications should be sent to: Earl Breech, Chairman, Recruiting Committee, Division of Humanities, York University, Downsview, Ontario, M3J 1P3.

YORK UNIVERSITY. Division of Humanities. CANADIAN STUDIES. Depending on budgetary decisions, there might be a regular or sessionally limited position available July 1, 1975. We are particularly interested in candidates with specialization in either Canadian Intellectual History, Native Peoples Studies, Visual Arts, or French-Canadian Studies. Rank and salary dependent upon qualifications. Applications should be sent to: Earl Breech, Chairman, Recruiting Committee, Division of Humanities, York University, Downsview, Ontario, M3J 1P3.

LAW

QUEEN'S UNIVERSITY. Faculty of Law. Applications are invited for faculty positions at all three professorial levels. Applicants should have graduate law training, law teaching experience or experience in the practice of law. The Faculty is particularly interested in encouraging women to apply for these positions. The appointment will be effective from the summer of 1975 with salary negotiated according to qualifications. Applications with curriculum vitae and names of three referees should be sent to Dean, Faculty of Law, Queen's University, Kingston, Ontario, K7L 3Y6.

LIBRARY

SAINT MARY'S UNIVERSITY. Library. 1. Cataloger. 2. M.L.S. with at least 3 years cataloging experience. Knowledge of languages other than English. 3. To do original cataloging and supervise Library of Congress catalog revisers. 4. According to experience and qualifications. 5. Ruth Hafer, University

Librarian, St. Mary's University, Halifax, Nova Scotia, B3H 3C3. 6. As soon as possible.

MATHEMATICS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Mathematics. Title of position: Assistant Professor. Qualifications required: Ph.D. preferred. Nature of duties: Teaching first and second year courses of the University. Salary offered: \$12,300. Person to whom inquiries should be addressed: Dr. A. M. Sullivan, Principal Designate, Corner Brook Regional College, c/o Memorial University of Nfld., St. John's, Newfoundland. Effective date of appointment: September 1, 1975. Closing date for receipt of applications: 2 weeks from date of advertisement.

MOUNT SAINT VINCENT UNIVERSITY. Department of Mathematics. Two (2) Assistant Professors will be appointed from July 1, 1975. A Ph.D. in Mathematics and teaching interest and ability are essential. Duties entail undergraduate teaching and research. Applications with biographical data and references should be sent to Dr. W. J. Shelton, Academic Dean, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 2J6.

MECHANICAL ENGINEERING

CARLETON UNIVERSITY. Department of Mechanical & Aeronautical Engineering. The Department of Mechanical & Aeronautical Engineering of Carleton University has openings for Faculty Members at the Assistant Professor level in the area of Mechanics, Stress Analysis and System Design. Applicants should submit resumes to: Chairman, Department of Mechanical & Aeronautical Engineering, Carleton University, Ottawa, Ontario, K1S 5B6.

UNIVERSITY OF SASKATCHEWAN. Department of Mechanical Engineering. Applications are invited for an Assistant Professor in the area of control engineering, where duties will include teaching at the undergraduate and graduate level and participating in research programs in fluid power, agricultural and industrial control systems. A Ph.D. with industrial, teaching and research experience is desired. Position is available July 1, 1975. Closing date for applications is March 31, 1975. Applications, including curriculum vitae, experience and names of three references should be sent to: Dr. P. R. Ukrainetz, Head, Department of Mechanical Engineering, University of Saskatchewan, Saskatoon, S7N 0W0.

UNIVERSITY OF WATERLOO. Department of Mechanical Engineering. Applications are invited for the following positions as Assistant, Associate or Full Professor, salary and rank are negotiable on the basis of qualifications and experience. Professor to teach undergraduate and graduate courses in applied thermodynamics and fluid mechanics; undertake research and graduate supervision. Qualification required is doctorate or equivalent in combustion, fluid mechanics or heat transfer. Professor to teach undergraduate and graduate courses in our Production/Industrial engineering options; undertake research and graduate supervision. Qualification required is doctorate or equivalent in manufacturing processes; i.e., machining, forming or joining. Reply to: Professor D. J. Burns, Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario, Canada.

MEDICINE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Faculty of Medicine. The division is concerned to develop teaching, research and service in broad aspects of the traditional areas of relationship between medicine and the community, to foster awareness of the problems of health care delivery in rural and isolated areas of the Province and to investigate appropriate methods of

providing health services in Newfoundland and Labrador. Applications are invited for the following positions. In each case the duties involve teaching undergraduate and graduate students in the Faculty of Medicine, involvement with research currently undertaken in the Division and/or development of new areas and service in a consultative/advisory capacity to an appropriate agency. Appointments are established at the Assistant Professor level, but in appropriate cases a more senior rank can be offered. Salary is by negotiation. Starting date late summer or fall 1975. **Health Care Delivery:** Experience in health service administration. Knowledge of health care delivery in Canada and of methods used in other countries. Experience in health care research would be an asset. **Behavioural Science:** Background in clinical psychology or in experimental psychopathology (with adults or children). Opportunities for research in clinical settings and for supervision of graduate students in clinical psychology. **Public Health/Social Medicine:** Background in social/preventive medicine with interests in developing research in health education and in areas of preventive medicine relevant to health professionals. **Epidemiology:** Substantial participation in current research on hypertension and cardiovascular disease. Interest in public health issues. **Biostatistics:** Broad background in the use of statistical procedures in biomedical research with special emphasis on survey design and analysis. Ability to act as consultant to research workers in other divisions of the medical school. Inquiries and applications for these posts should be addressed to Dr. R.M. Mowbray, Associate Dean, Faculty of Medicine, Memorial University, St. John's, Newfoundland.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Faculty of Medicine. Applications are invited for an appointment in ANATOMY at the Assistant or Associate Professor level. Candidates should possess either an M.D. or Ph.D. degree in Anatomy. The salary will be commensurate with qualifications and experience. The successful candidate will be required to take a major part in the teaching of human gross anatomy to medical students, nurses and residents; additionally, experience in teaching neuroanatomy to medical students will be an advantage. Applicants should submit a curriculum vitae together with a résumé of their research interests and the names of at least two referees to Dr. J.D.W. Tomlinson, Chairman, Anatomy Search Committee, Faculty of Medicine, Memorial University of Newfoundland, St. John's, Newfoundland, Canada. The successful candidate will be expected to take up the position by August 1, 1975.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Faculty of Medicine. PROFESSOR OF BIOCHEMISTRY required for the Faculty of Medicine at Memorial University of Newfoundland, St. John's, Newfoundland. A position for a senior faculty member in biochemistry will be available in 1975 in this non-departmental medical school. The successful candidate will be the senior person in a group of biochemists and will be able to recruit one or two faculty members of his/her own choosing, subject to faculty approval. Teaching role includes general biochemistry, teaching medical students in a course that is integrated with other aspects of cell biology. Research space will be available in the new Health Sciences Complex and there are funds available for equipping a new laboratory plus an annual travel allowance. Training of graduate students is encouraged. The city of St. John's (pop. 100,000) is close to extensive wilderness areas and many miles of rocky coastline and particularly suits people with interests in camping, fishing, hiking and the out-door life.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Faculty of Medicine. Applications are invited by the Faculty of Medicine of Memorial University of Newfoundland, Canada, for a full time faculty member in the discipline of General Practice. The physician selected would be expected to have had experience in General Practice and preferably cer-

tification in the College of Family Physicians, or its equivalent, or have undertaken some research in General Practice. The post will carry an appropriate academic rank; the salary will be set according to qualifications and experience. Applications accompanied by a detailed curriculum vitae and the names of three referees will be received by Dr. Keith Hodgkin, Professor and Chairman for Family Practice, Faculty of Medicine, Memorial University of Newfoundland, St. John's, Newfoundland, Canada.

MUSIC

UNIVERSITY OF CALGARY. Department of Music. Applications are invited for a position commencing September 1975. Duties will include teaching applied piano and keyboard related courses. Qualifications should include evidence of successful and substantial experience in both teaching and performing. Masters degree required. Preference will be given to candidates with completed or nearly completed doctoral work. Rank and salary dependent upon experience and background. Address inquiries to Dr. S. G. Finn, Head, Department of Music, University of Calgary, Calgary, Alberta, T2N 1N4.

UNIVERSITY OF CALGARY. Department of Music. Applications are invited for a position commencing September 1975. Duties will include teaching undergraduate theory. Qualifications should include completed (or nearly completed) Doctorate with teaching experience. Ability to perform and teach in an applied area (preferably lower brass) will be valuable. Rank will be at the Instructor (1975-1976 salary scale \$11,490-\$14,790) or Assistant Professor (1975-1976 salary scale \$14,840-\$19,390) level. Address inquiries to Dr. S. G. Finn, Head, Department of Music, University of Calgary, Calgary, Alberta, T2N 1N4.

UNIVERSITY OF LETHBRIDGE. Department of Music. APPLICATIONS ARE INVITED FOR A NEW POSITION IN WOODWINDS AND MUSIC HISTORY AND LITERATURE. (Effective date of appointment July 1, 1975) **Area of specialization:** Woodwinds and Music History and Literature. (Ability on orchestral woodwind instruments and a solo recital competence on one instrument is desired.) **Teaching responsibilities include:** Undergraduate courses in Music History and Literature (expertise in early music desirable) and all woodwind instruments. The applicant will be expected to initiate a Studio Course program in woodwind instruments. **Academic qualifications:** A doctorate or comparable professional qualifications and familiarity with the Canadian educational system preferred. Ability and experience as a chamber and solo performer. **Rank:** Assistant Professor. **Salary:** Dependent upon qualifications and experience. (Assistant Professor base salary 1975-1976: \$15,495.) **Deadline for receipt of applications:** March 20, 1975. Address applications to: Dean, Faculty of Arts and Science, University of Lethbridge. Letters of application should include a resume of training and experience, an up-to-date curriculum vitae, and the names of three qualified referees.

UNIVERSITY OF MANITOBA. School of Music. The School of Music of the University of Manitoba is seeking a one-year replacement in Theory and Composition for a teacher on sabbatical leave. Advanced degrees and teaching experience preferred. Rank and salary are negotiable and dependent on qualifications. Appointment will commence July 1, 1975. If interested, please send application and supporting credentials to: Dr. Carl F. Haenselman, Director, School of Music, University of Manitoba, Winnipeg, Manitoba, R3T 2N2, Canada.

QUEEN'S UNIVERSITY. Department of Music. Position: Lecturer or Assistant Professor of Music. Specialization: Musicology (mediaeval, renaissance, and twentieth century studies). **Qualifications:** Ph.D., preferred; teaching experience. **Duties:** To teach history courses in the B. Mus. program; to lead Collegium Musicum. **Salary:** Negotiable.

QUEEN'S UNIVERSITY. Department of Music. Position: Lecturer or Assistant Professor of Music. **Specialization:** Musicology (mediaeval, renaissance, and twentieth century studies). **Qualifications:** Ph.D., preferred; teaching experience. **Duties:** To teach history courses in the B. Mus. program; to lead Collegium Musicum. **Salary:** Negotiable according to qualifications and experience. **Appointment:** Replacement of a staff member on a one-year sabbatical leave. **Applications:** Professor I. Anhalt, Head, Music Department, Queen's University, Kingston, Ontario, K7L 3N6, Canada. **Appointment date:** September 1, 1975. **Closing date for application:** When position is filled.

NURSING

UNIVERSITY OF NEW BRUNSWICK. Faculty of Nursing. Three faculty members needed July 1, 1975, to replace faculty members going on one-year sabbatical and two-year study leaves. Preparation and experience desirable in maternal-infant and in medical-surgical nursing. Increasing enrolment will permit retention of right persons at end of these periods. Extras we have to offer are an exciting new curriculum approach, a new, well-equipped self-instructional laboratory, a new hospital, and the advantages of living in a beautiful, small city. Address: Dean, Faculty of Nursing, The University of New Brunswick, Fredericton, New Brunswick.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. School of Nursing. The Memorial University of Newfoundland, School of Nursing is expanding its B.N. program, extra mural courses and continuing educational programme. Positions are available August 1, 1975 for faculty who are expert in teaching, curriculum development and

one of the following areas. Maternal Child Nursing, Nursing of Children, Mental Health Nursing, Community Nursing, Nursing Research, Continuing Education. Applicants should direct inquiries to: Miss Margaret D. McLean, Director, School of Nursing, Memorial University of Nfld., St. John's, Newfoundland, A1C 3N4.

NUTRITION

UNIVERSITY OF GUELPH. Nutrition. Research assistant — one year definite. Ph.D. or M.Sc., to do research in nutrition and biochemistry particularly related to lipids in foods. Salary is negotiable. Application with curriculum vitae and names of three references should be directed to Dr. J. C. Alexander, Department of Nutrition, University of Guelph, Guelph, Ontario, N1G 2W1. Appointment to commence as soon as possible.

PHILOSOPHY

UNIVERSITY OF MANITOBA. Department of Philosophy. Position: Assistant Professor; Full-time renewable term appointment offered subject to budgetary approval. **Qualifications:** Ph.D. **Salary:** \$12,500-\$16,000. **Duties:** Undergraduate teaching; supervisory work M.A. program; Research. **Appointment effective:** July 1, 1975. **Applications received until:** May 31, 1975. Write: Professor M. F. Stack, Chairman Hiring Committee, Department of Philosophy, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2, enclosing curriculum vitae and names and addresses of three referees.

UNIVERSITY OF SASKATCHEWAN. Department of Philosophy. Applications are invited for several one year term appointments at the lecturer or assistant professor rank to replace persons going on



YORK UNIVERSITY POSITION ANNOUNCEMENT

Joseph G. Green, Dean of the Faculty of Fine Arts at York University announces the positions of:

CHAIRPERSON OF THE DEPARTMENT OF MUSIC

Position Description

Appointment will be at the Associate or Full Professor rank. Salary will be dependent on qualifications and experience.

The Department of Music is one of five departments in the Faculty of Fine Arts (Dance, Film, Theatre, Visual Arts being the others), serving 165 undergraduates-majors with a full-time teaching staff of 13.

Qualifications

The Candidate should be a mature scholar or artist with academic-administrative and/or professional-administrative experience.

Enquiries, Nominations and Applications should be sent to:

Professor Peggie Sampson, Chairperson
Dean's Advisory Search Committee
for a New Chairperson of Music
131 McLaughlin College
York University
4700 Keele Street
Downsview, Ontario
M3J 1P3

An application consists of a formal letter and/or statement, a complete curriculum vitae, and the names of three referees.

Closing date for applications is 10 March 1975.

CHAIRPERSON OF THE DEPARTMENT OF VISUAL ARTS

Position Description

Appointment will be at the Associate or Full Professor rank. Salary will be dependent on qualifications and experience.

The Department of Visual Arts is one of five departments in the Faculty of Fine Arts (Dance, Film, Music, Theatre being the others), serving 440 undergraduates-majors in studio and art history and housing Ontario's only MFA Program. The full-time faculty numbers 28.

Qualifications

The Candidate should be a mature artist or scholar with academic-administrative and/or professional-administrative experience.

Enquiries, Nominations and Applications should be sent to:

Professor Don Newgren, Chairperson
Dean's Advisory Search Committee
for a New Chairperson of Visual Arts
242 Fine Arts Building, Phase II
York University
4700 Keele Street
Downsview, Ontario
M3J 1P3

An application consists of a formal letter and/or statement, a complete curriculum vitae, and the names of three referees.

Closing date for applications is 10 March 1975.

sabbatical leave. Candidates should have the Ph.D. degree by July 1. Duties involve teaching the introductory class and another undergraduate class. A special competence in aesthetics or ancient philosophy would be desirable, though not necessary. The appointments will be effective July 1, 1975. Salary around the floor of the assistant professor rank, currently \$12,900. Send curriculum vitae and letters of reference to Professor Leonard Miller, Head, Department of Philosophy, University of Saskatchewan, Saskatoon, Saskatchewan. Applications will be received until the positions are filled.

ST. THOMAS MORE COLLEGE. Department of Philosophy. Applications invited for position of visiting Associate or Assistant Professor of Philosophy. Qualifications: Ph.D. or equivalent or near to completion. Teaching experience and publications desired but not required. A background in Greek Philosophy (including ability to handle original Greek texts and interests in Greek literature and history). Interest in Greek, mediaeval, and modern logic. Duties: teaching undergraduate history of Greek philosophy, history of logic and logical theory, theories of man. Salary: Associate Professor — \$16,963-\$21,863, Assistant Professor — \$12,924-\$16,801 with increases under negotiation. Inquiries to E. J. McCullough, Head of Philosophy Department, St. Thomas More College. (A Federated College in the University of Saskatchewan), 1437 College Drive, Saskatoon, Saskatchewan, S7N 0W6. Closing date when post filled.

PHYSICS

ROYAL MILITARY COLLEGE. Département de Physique. On sollicite des candidatures pour un poste au département de physique pour enseigner en langue française aux étudiants non diplômés. On exige le doctorat en physique avec expérience dans le domaine de la physique des basses températures. Le salaire et le rang dépendront des qualifications. Les candidatures qui doivent comprendre un curriculum vitae et les noms de trois personnes pouvant donner des références, doivent être adressées à: Dr T. S. Hutchison, Dean of Science, Royal Military College, Kingston, Ontario, K7L 2W3.

UNIVERSITY OF BRITISH COLUMBIA. Department of Physics. Assistant Professorship — Theoretical Physics — Applications are invited for this position which is expected to be available July 1, 1976. Preference will be given to applicants whose interests lie in basic questions of Physics and who would interact effectively with other members of the department. Professorship — Nuclear Physics — Applications are invited from outstanding persons with established research records in experimental or theoretical Nuclear Physics. The successful candidate will be expected to contribute to the Department's research effort at TRIUMF. The closing date for both positions is May 1, 1975. Outstanding candidates, whose research interests do not lie in the above mentioned area are invited to submit applications. The Department will endeavour to appoint the most outstanding candidates regardless of their field of specialization. All correspondence should be addressed to: Dr. M. H. L. Pryce, Chairman, Appointments Committee, Department of Physics, THE UNIVERSITY OF BRITISH COLUMBIA, 2075 Wesbrook Place, Vancouver, B.C., V6T 1W5.

PHYSICAL EDUCATION

UNIVERSITY OF ALBERTA. Department of Physical Education. Position is available at the Assistant or Associate Professor level. Ph.D. with an academic concentration in Biomechanics. Knowledge and competence in the area of Athletic Training and Conditioning would be advantageous. Teaching at B.P.E., and Ph.D. levels. Major commitment to research. Salary open to negotiation, approximately — Base of Assistant Professor \$13,440 plus approx. 11% for 1975. Base of Associate Professor \$17,661 plus approx. 11% for 1975. Dr. R. G. Glassford

Chairman, Department of Physical Education, University of Alberta, Edmonton, Alberta. July 1, 1975 (12 month appointment leading to tenure). March 31, 1975.

UNIVERSITY OF CALGARY. School of Physical Education. Sessional instructor required to teach gymnastics at the undergraduate level. Willing to coach the intercollegiate gym team with the possibility of teaching a few other related courses. M.A. required. Send letter of application with curriculum vitae and names of references to: Dr. Donald M. Newton, Acting Director, School of Physical Education, The University of Calgary, Calgary, Alberta, T2N 1N4.

UNIVERSITY OF CALGARY. School of Physical Education. Applications are invited for a position as Assistant Professor effective July 1, 1975. Duties include teaching undergraduate human anatomy and kinesiology plus additional responsibilities according to applicant's supporting areas of competence. The Ph.D. degree is required. Send letter of application with curriculum vitae and names of three references to: Dr. Donald M. Newton, Acting Director, School of Physical Education, The University of Calgary, Calgary, Alberta, T2N 1N4.

UNIVERSITY OF CALGARY. School of Physical Education. The School of Physical Education requires an instructor to teach undergraduate courses in Elementary School Physical Education with particular competence in dance; appointment effective September 1, 1975. Salary commensurate with qualifications and experience. Preference will be given to candidates with advanced degrees and elementary school teaching experience. Send letter of application with curriculum vitae and names of references to: Dr. Donald M. Newton, Acting Director, School of Physical Education, The University of Calgary, Calgary, Alberta, T2N 1N4.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Physical Education. Title of position: Assistant Professor. Qualifications

required: Ph.D. preferred. Nature of duties: Teaching first and second year courses of the University. Salary offered: \$12,300. Person to whom inquiries should be addressed: Dr. A. M. Sullivan, Principal Designate, Corner Brook Regional College, c/o Memorial University of Nfld., St. John's, Newfoundland. Effective date of appointment: September 1, 1975. Closing date for receipt of applications: 2 week from date of advertisement.

UNIVERSITY OF SASKATCHEWAN. College of Physical Education. Rank dependent upon qualifications. Ph.D. or established reputation through experience, preferably at a university level. Teaching and research in elementary level physical education, dance, games and gymnastics, also to assist in coaching. Assistant — \$12,924 — \$16,800; Associate — \$16,963 — \$21,863. Dean H. R. Nixon, College of Physical Education, University of Saskatchewan, Saskatoon, Sask. S7N 0W0. July 1, 1975. When filled.

POLITICAL STUDIES

UNIVERSITY OF GUELPH. Department of Political Studies. Applications are invited from those with teaching and research interests in political theory (late modern and contemporary), or, comparative politics (developing nations). Appointment to commence September 1, 1975. Ph.D. necessary. Rank and salary commensurate with qualifications. Applications with curriculum vitae should be sent to Dr. Patrick Kyba, Acting Chairman, Department of Political Studies, University of Guelph, Guelph, Ontario, N1G 2W1.

POLITICAL SCIENCE

ALGOMA UNIVERSITY COLLEGE. Department of Political Science. Applications are invited for a probationary appointment, rank and salary commensurate with qualifications and experience. Ph.D. with teaching experience and Canadian citizenship preferred. Preference will be given to can-

didates with areas of specialization in Political Theory, Political Development, and International Relations. Appointment will be effective July 1, 1975. Replies with full particulars and references should be sent to The Principal, Algoma University College, Shingwauk Hall, Sault Ste. Marie, Ontario, P6A 2G4, by March 31, 1975.

MEMORIAL UNIVERSITY. Department of Political Science. Title of position: Assistant Professor. Qualifications required: Ph.D. preferred. Nature of duties: Teaching first and second year courses of the University. Salary offered: \$12,300. Person to whom inquiries should be addressed: Dr. A. M. Sullivan, Principal Designate, Corner Brook Regional College, c/o Memorial University of Nfld., St. John's, Newfoundland. Effective date of appointment: September 1, 1975. Closing date for receipt of applications: 2 weeks from date of advertisement.

ST. FRANCIS XAVIER UNIVERSITY. Department of Political Science. Applications are invited for a position as lecturer or assistant professor. Ph.D. is preferred, but near Ph.D. will be considered. The fields of specialization are open, but those with interests in political development, contemporary analysis, or public administration are especially invited to apply. The appointment is effective September 1, 1975. Salary is commensurate with qualifications and experience. Reply to W. J. Kontak, Chairman, Department of Political Science, St. Francis Xavier University, Antigonish, Nova Scotia.

YORK UNIVERSITY. Department of Political Science. Three year sessional appointment, Japanese Foreign and Domestic Policy. Interested candidates, preferably at the Assistant Professor level and with proficiency in Japanese and English, are invited to apply to: The Chairman, Department of Political Science, 4700 Keele Street, Downsview, Ontario. M3J 1P3.

THE UNIVERSITY OF CALGARY

DEPARTMENT OF ROMANCE STUDIES

Applications are invited for a vacancy calling for a specialist in French-Canadian Literature and Applied Linguistics (French). Candidates should have the Ph.D. or be close to completing it, and should have university teaching experience. Salary and rank will be dependent on qualifications and experience.

SALARY SCALES: ASSISTANT PROFESSOR — \$13,200-\$17,250

(UNDER REVIEW) ASSOCIATE PROFESSOR — \$17,300-\$22,900

FULL PROFESSOR \$22,950-.

APPLICATIONS ENCLOSING CURRICULUM VITAE AND LIST OF REFEREES SHOULD BE SENT TO:

DR. R. M. CHADBOURNE,
HEAD, DEPARTMENT OF ROMANCE
STUDIES,
THE UNIVERSITY OF CALGARY,
CALGARY, ALBERTA, CANADA.
T2N 1N4



PSYCHOLOGY

UNIVERSITY OF BRITISH COLUMBIA. Department of Psychology. Applications are invited for an appointment at the Assistant/Associate level in **environmental psychology** effective July 1, 1975. Evidence of demonstrated research competence required; experience in field as well as laboratory research is desirable. The University of British Columbia offers equal opportunity for employment to qualified male and female candidates. Send vitae and names of three references to: Chairman, Faculty Search Committee, Department of Psychology, University of British Columbia, Vancouver, B.C. V6T 1W4 (Canada).

BROCK UNIVERSITY. Department of Psychology. Applications are invited for one and possibly two positions, with one of these positions in quantitative methods and research design. Candidates with active research programmes are encouraged to apply. Rank is open. The department currently has 14 people on staff and occupies a new building with excellent research facilities. Write to: Dr. John Lavery, Department of Psychology, Brock University, St. Catharines, Ontario, L2S 3A1.

UNIVERSITY OF GUELPH. Department of Psychology. The Department of Psychology have an opening for someone with special interests in cognitive processes/information processing. The position is available from May or September, 1975. The appointment will be at the Assistant Professor level (salary floor \$13,500). Candidates must possess a Ph.D., and preferably, some teaching

experience in the areas of cognitive processes, perception, and memory. The University operates on a trimester system, with faculty ordinarily teaching a total of five semester-long courses over two out of three semesters. Applicants should send vita, the names of three references, and, if available, copies of recent publications or unpublished reports to: Dr. Peter D. Duda, Appointments Officer, Department of Psychology, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF GUELPH. Department of Psychology. The University of Guelph invites applications for an Assistant Professor in developmental or applied child psychology to begin September, 1975. Responsibilities will include teaching graduate and undergraduate courses in assessment and learning disabilities, supervision of graduate student practicums, and participation in the potential development of a Ph.D. program. Background in child clinical, educational psychology, retardation, and assessment and learning disabilities would be appropriate. At present the Department has 35 full time faculty (eight in the developmental area). The developmental area offers M.A. programs in both experimental and applied child. Applicants should send vita, the names of three references, and copies of recent publications or unpublished reports to: Dr. P. D. Duda, Appointments Officer, Department of Psychology, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF GUELPH. Department of Psychology. Applications are requested for a position as assistant professor, available from September 1975 (1974-1975 salary floor \$13,500). Respon-

sibilities include the teaching of courses in personality and in one or more related fields (e.g., abnormal, measurement, psychophysiology, experimental-social) plus the supervision of honors and graduate students. The Psychology Department has 35 full-time faculty and offers both undergraduate and graduate (M.A.) programs. The University of Guelph operates on a trimester system. Applicants should send vita, the names of three references and copies of recent publications to: Dr. Peter D. Duda, Appointments Officer, Department of Psychology, University of Guelph, Guelph, Ontario, N1G 2W1.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Psychology. Assistant, Associate or Full Professor to teach graduate and undergraduate courses in Perception. Ph.D. with teaching and research experience required. Salary in accordance with rank. Duties to commence 1 September, 1975. Apply to Dr. G. R. Skanes, Head, Department of Psychology, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Psychology. Two positions. Assistant, Associate and/or Full Professor to teach graduate and undergraduate courses in Developmental and Social Psychology. Preference will be given to applicants with an interest in Clinical Psychology. Ph.D. with teaching and research experience is required. Salary in accordance with rank. Closing date for application when positions are filled. Apply to Dr. G. R. Skanes, Head, Department of Psychology, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Psychology. Title of position: Assistant Professor. Qualifications required: Ph.D. preferred. Nature of duties: Teaching first and second year courses on the University. Salary offered: \$12,300. Person to whom

inquiries should be addressed: Dr. A. M. Sullivan, Principal Designate, Corner Brook Regional College, c/o Memorial University of Nfld., St. John's, Newfoundland. Effective date of appointment: September 1, 1975. Closing date for receipt of applications: 2 weeks from date of advertisement.

UNIVERSITÉ DE MONTRÉAL. Département de psychologie. Un poste est présentement ouvert pour un professeur adjoint ou agrégé en psychologie industrielle. Le candidat devrait détenir un Ph.D. et s'exprimer facilement en français. Salaire à déterminer en fonction de l'expérience. Faire parvenir la demande accompagnée d'un curriculum vitae au Dr David Bélanger, Directeur, Département de psychologie, Université de Montréal, C.P. 6128, Montréal J01, P.Q.

UNIVERSITÉ DE MONTRÉAL. Département de psychologie. Un poste sera ouvert en septembre 1975 ou en juin 1976 pour un professeur agrégé ou titulaire en psychologie clinique. **Qualifications:** Le candidat devrait avoir une certaine expérience professionnelle, être actif au plan de la recherche, s'exprimer facilement en français et s'intéresser tout particulièrement à la prévention de la maladie mentale. **Salaire:** Salaire à négocier en fonction de l'expérience du candidat. Faire parvenir la demande accompagnée d'un curriculum vitae au Dr David Bélanger, Directeur, Département de psychologie, Université de Montréal, C.P. 6128, Montréal J01, P.Q.

UNIVERSITÉ DE MONTRÉAL. Département de psychologie. Un poste de professeur demi-temps en counselling est ouvert pour janvier 1975. Le candidat doit: 1) détenir un doctorat en psychologie ou être en voie de l'obtenir; 2) démontrer un intérêt pour la recherche; 3) avoir une expérience pertinente de la pratique du counselling et de la psychothérapie; 4) avoir une maîtrise complète du français. Le poste comporte: 1) une charge d'enseignement (à déterminer avec le candidat); 2) une charge de

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

is searching for a new COORDINATOR OF GRADUATE STUDIES

This is a senior academic administrative position under the supervision of the Director of the Institute. The Coordinator of Graduate Studies is expected to provide leadership to ensure that the objectives of OISE are reflected in all graduate study programs of the Institute.

In affiliation with the University of Toronto, OISE conducts graduate programs leading to Master's and Doctor's degrees in Educational Theory. With full-time enrolment upwards of 500 (more than half at the doctoral level), and part-time enrolment at any given time of about 1600, the Coordinator works with and through a series of academic departments internally, and externally with the University of Toronto in particular as well as with other universities and educational agencies. The Coordinator is responsible for the continuing development and operation of M.Ed., M.A., Ed.D., Ph.D., and certificate programs in 11 major areas of specialization within the field of Education, and for the coordination of admissions, of individual student programs and progress, and of student financial assistance, records and accounting; the usual range of duties associated with a graduate dean's office.

Desirable qualifications for the position include a background of demonstrated scholarship within the field of Education and related disciplines, significant administrative experience in universities or other settings, and familiarity with Canadian education and policies affecting graduate level study.

It is anticipated that the successful candidate will be appointed for an initial term of five years. Rank and salary will depend on qualifications. Individuals who wish to be considered for this position should send vita to:

Dr. Robin H. Farquhar
Chairman,
Search Committee for Coordinator of Graduate Studies,
The Ontario Institute for Studies in Education,
252 Bloor Street West,
Toronto, Ontario M5S 1V6

It is hoped to make an appointment with effect from August 1, 1975, or as soon thereafter as possible. Applications should be received no later than March 31, 1975.

Lakehead University

SCHOOL OF FORESTRY

Academic Staff Positions in Forestry

The School offers diploma programs and a 4-year undergraduate degree program in forestry to a student body of 450. A Masters degree program is planned for initiation in late 1975.

A number of new full-time teaching positions are expected to be available from July 1, 1975. **Applications are invited from persons well qualified in the following subject areas:**

- FOREST LAND CLASSIFICATION — LAND-USE PLANNING.
- FOREST RESOURCES MANAGEMENT — FOREST RECREATION.
- TIMBER HARVESTING — OPERATIONS RESEARCH.
- TREE PHYSIOLOGY — FOREST BIOLOGY.
- DESCRIPTIVE DENDROLOGY — FOREST GEOGRAPHY.
- FOREST FIRE CONTROL.

General Conditions — All Positions

Postgraduate qualification to the PhD level or equivalent, and experience in teaching, research or practice in forestry are required.

Teaching responsibilities may include courses in the diploma, or graduate programs. The ability to develop applied research programs relevant to the Boreal forest region is essential.

Administrative responsibilities will include active participation in the growth and development of the school.

Appointments will be made at ranks and salary levels commensurate with qualifications and experience.

1974 salary floors are: Lecturer: \$11,790; Assistant Professor: \$13,865; Associate Professor: \$17,235; Professor: \$21,630.

Applicants should submit a curriculum vitae, together with the names of at least three references to:

Mr. Donald E. Ayre, Secretary of the University
Lakehead University
Thunder Bay, Ontario
P7B 5E1

supervision de stages (niveau maîtrise ou doctorat); 3) la direction de mémoires et/ou de thèses. Salaire à déterminer en fonction de l'expérience. Faire parvenir la demande accompagnée d'un curriculum vitae au Dr. David Bélanger, Directeur, Département de psychologie, Université de Montréal, C.P. 6128, Montréal, P.Q.

UNIVERSITY OF NEW BRUNSWICK. Department of Psychology. The University of New Brunswick invites applications and nominations for the position of **CHAIRPERSON FOR THE DEPARTMENT OF PSYCHOLOGY.** Faculty of 16 offers undergraduate majors and honours programs and master's level graduate program. Candidates should have a Ph.D. in psychology, demonstrated research and teaching accomplishments; administrative experience desirable. The position will be at full professor, or associate professor level. Nominations and applications (including a curriculum vitae) and the names of 3 referees should be sent by March 15, 1975 or until appointment made to: Dr. T. J. Condon, Dean of Arts, University of New Brunswick, Fredericton, N.B. E3B 5A3.

UNIVERSITY OF SASKATCHEWAN. Department of Psychology. The Department expects to make three appointments at the assistant professor level in the clinical/applied areas, effective July 1 or September 1, 1975. Ph.D. and internship required. 1974 assistant professor salary: \$12,900 to \$16,800, with substantial increases expected for 1975. Opportunity for research, graduate and undergraduate teaching, supervision of student research and practica. Average teaching load is 7 hours per week (less for new faculty members) for 7-month academic year. Applicants should have their vitae and three letters of reference sent to Dr. Robert Zemore, Chairman, Recruitment Committee, Department of Psychology, University of Saskatchewan, Saskatoon, Sask., S7N 0W0.

ST. FRANCIS XAVIER UNIVERSITY. Department of Psychology. Applications are invited for one vacancy in the area of developmental psychology. Preference will

be given to those candidates with teaching and research experience. Rank and salary will be commensurate with qualifications and experience. Interested candidates should send curriculum vitae and names of three referees to: Dr. Ken den Heyer, Chairman, Department of Psychology, St. Francis Xavier University, Antigonish, Nova Scotia, B0H 1C0.

UNIVERSITY OF BRITISH COLUMBIA. The Department of Diagnostic Radiology. The Department of Diagnostic Radiology, University of British Columbia/Vancouver General Hospital and the British Columbia Cancer Institute have the following posts to be filled. Equal male/female opportunities. Cardiac Radiologist, Uroradiologist, Gastro-intestinal Radiologist, Oncologic Radiologist. Please address inquiries to: Dr. J. S. Dunbar, Professor and Head, Department of Diagnostic Radiology, Faculty of Medicine, University of British Columbia, c/o Vancouver General Hospital, Vancouver, B.C.

REHABILITATIONAL MEDICINE

UNIVERSITY OF ALBERTA. School of Rehabilitation Medicine. Division of Occupational Therapy. In anticipation of a new full time position leading to tenure within the Division of Occupational Therapy, the School of Rehabilitation Medicine invites applications from interested and qualified individuals. Qualifications sought include a Master's degree, or higher, in Occupational Therapy, or a Ph.D. in an allied field such as Psychology or Sociology. Teaching responsibilities and research would be in the area of psycho-social aspects of rehabilitation. **Appointment Date: July 1, 1975.** Salary open, depending on experience and qualifications. Applicants are asked to submit comprehensive curriculum vitae to: Mrs. B. Fifield, Chairman, Division of Occupational Therapy, School of Rehabilitation Medicine, Room 310E, Corbett Hall, University of Alberta, Edmonton, Alberta, T6G 2G4.

ROMANCE LANGUAGES

UNIVERSITY OF ALBERTA. Department of Romance Languages. Visiting Professor of Spanish American Literature. Ph.D. is required. To teach Spanish American Novel and supervise graduate work. Salary: \$12,000.00. Applicants should write to: Dr. R. G. Motut, Chairman, Department of Romance Languages, University of Alberta, Edmonton, Alberta, T6G 2E1. Effective date of appointment: September 1, 1975. Closing date: When position filled.

SECRETARIAL STUDIES

MOUNT SAINT VINCENT UNIVERSITY. Department of Secretarial Studies. Applications are invited for the position of Lecturer of Secretarial Studies. The qualifications are as follows: a Bachelor of Secretarial Science plus a Master's Degree in Business Education. Secretarial and/or administrative experience is desirable. The position will be available July 1, 1975. The salary will be in accordance with qualifications and experience. Closing date for applications: May 15, 1975. Inquiries should be addressed to: Dr. W. J. Shelton, Academic Dean, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 2J6.

SOCIAL SCIENCE

UNIVERSITY OF WESTERN ONTARIO. Faculty of Social Science. Nominations are invited for the position of Chairman of each of the following Departments in the Faculty of Social Science: Economics, Geography, Political Science, Sociology. Appointments will be made by Senate Selection Committees for a three to five year term renewable. Nominations should be sent to the Chairman of the Selection Committees: Professor D.A. Chambers, Acting Dean, Faculty of Social Science, Social Science Centre. The deadline for submitting nominations is April 30, 1975.

UNIVERSITÉ DE MONCTON. Département des Sciences Sociales. Poste: Directeur de l'École des sciences sociales

et du comportement. **Fonction:** Répondant directement au Vice-recteur à l'enseignement, le Directeur est responsable de toute l'École. Sont sous sa juridiction les départements d'économie, psychologie, science politique, service social et sociologie. Président du Conseil de l'École il doit voir au contrôle du personnel enseignant, aux promotions, à l'établissement des priorités en tenant compte des implications budgétaires, etc. Il doit analyser les besoins de son École, travailler au rehaussement des standards académiques, voir à recycler le personnel et s'intéresser à la recherche. Le Directeur représente son École au Conseil académique et au Sénat académique. **Qualifications:** Les candidats doivent être titulaires d'un doctorat, de son équivalent, ou d'un diplôme terminal dans une discipline connexe et faire preuve de compétence administrative. **Traitement:** Rang professoral et salaire selon l'expérience. **Date d'entrée en fonction:** Le 1^{er} juillet 1975. **Application:** Les candidats doivent faire parvenir un curriculum vitae détaillé et un dossier professionnel complet au: Vice-recteur à l'enseignement, Université de Moncton, Moncton, Nouveau-Brunswick, E1A 3E9. **Date limite:** Le 14 mars 1975 ou jusqu'à ce que le poste soit comblé.

SOCIOLOGY

ALGOMA UNIVERSITY COLLEGE. Department of Sociology. Applications are invited for one and possibly two probationary appointments in the Department of Sociology. Areas to be covered include Research Methods, Theory, Youth Culture, Canadian Society, Social Stratification. Salary and rank according to qualifications. Canadian citizenship preferred. Send curriculum vitae, transcript of highest degree and three letters of reference to the Office of the Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4.

UNIVERSITY OF LETHBRIDGE. Department of Sociology. Applications are invited for one or two appointments at the Assistant/Associate Professor level. The Ph.D. is required, together with strong in-

Lakehead University

Requires for appointment on July 1st, 1975

a) PROFESSOR OF GEOLOGY

with considerable experience of Precambrian Geology in its petrological, geochemical and/or mineralogical aspects. The person appointed would join a team of faculty members engaged in research into the geology of the Superior and Southern Structural Provinces as expressed in Northwestern Ontario. This appointment and the research work associated with it is supported initially by a two-year grant from the National Research Council. The University will continue the support after the termination of the grant.

b) ASSOCIATE PROFESSOR OF GEOLOGY

with considerable experience of research and teaching in the field of Precambrian Mineral Deposits. The person appointed would be expected to align his research interests with those of the team.

A Master's program in Geology will possibly begin in September, 1976. Further information may be obtained by corresponding with the Departmental Chairman.

Formal applications should include the names and addresses of three referees and should be sent as soon as possible to:

Mr. Donald E. Ayre
Secretary of the University
Lakehead University
THUNDER BAY, Ontario
P7B 5E1

THE UNIVERSITY OF CALGARY

ASSISTANT PROFESSOR

required by the

DIVISION OF FAMILY PRACTICE

A Family Physician who is interested in a challenging opportunity within a university setting is required by the Division of Family Practice.

Responsibilities for service, teaching, and research in both graduate and undergraduate levels.

Salary based on experience and qualifications.

Replies and curriculum vitae to be sent to:

Dr. M. Gibson,
Professor and Head,
Division of Family Practice,
Faculty of Medicine,
The University of Calgary,
Calgary, Alberta
T2N 1N4.



terests in both teaching and research. Teaching responsibilities include Introductory Sociology and a selection of undergraduate courses from the following: Theory, Canadian Society, Sociology of Welfare, Social Problems, Sociology of Religion, Complex Organizations, Industrial Sociology and Political Sociology. 1974-1975 Salary range for Assistant Professors: \$13,345 — \$17,590; Associate Professors: \$17,595 — \$23,320. The appointment is effective July 1st, 1975. Applications including curriculum vitae and the names of three referees should be sent to Dr. George Mann, Chairman, Department of Sociology, The University of Lethbridge, Lethbridge, Alberta, T1K 3M4.

UNIVERSITY OF MANITOBA. Department of Sociology. 1. Assistant professors. 2. Ph.D. A.B.D.'s considered. 3. All areas of specialization considered with preference to those with specialties in Social Psychology, Family, and Criminology. 4. Salaries competitive. 5. Dr. B. J. Hodgkins, Chairman, Recruitment Committee, Department of Sociology, University of Manitoba, Winnipeg, R3T 2N2. 6. July 1, 1975. 7. When positions filled.

UNIVERSITY OF MANITOBA. Department of Sociology. 1. Associate Professor or Professor. 2. Ph.D. with substantial research and teaching experience. 3. All areas of specialization considered. 4. Salaries competitive. 5. Dr. B. J. Hodgkins, Chairman, Recruitment Committee, Department of Sociology, University of Manitoba, Winnipeg, R3T 2N2. 6. July 1, 1975. 7. When positions filled.

UNIVERSITY OF NEW BRUNSWICK. Department of Sociology. Title: One year

visiting appointment. **Qualifications Required:** M.A. or Ph.D. **Nature of Duties:** To teach in interdisciplinary social science programme — three courses: Introductory Anthropology, Social Organization, Social Development. **Salary:** Appropriate to qualifications and experience of appointee. **Person to Whom Inquiries Should be Sent:** Dr. Hem C. Jain, Professor and Chairman, Division of Social Science and Administration, University of New Brunswick, Saint John Campus, Tucker Park, Saint John, New Brunswick, Canada. **Effective Date of Appointment:** July 1, 1975. **Closing Date for Receipt of Applications:** When position filled.

WILFRID LAURIER UNIVERSITY. Department of Sociology. Applications are invited for an appointment at the Assistant/Associate Professor level. **Qualifications:** Ph.D., publications, teaching experience. **Specializations:** stratification or education. Other areas may be considered. **Duties:** teaching undergraduates and research. Competitive salary depending on rank. Write to the Chairman, Department of Sociology and Anthropology, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5.

UNIVERSITY OF WINDSOR. Department of Sociology and Anthropology. Applications are invited for expected vacancies. Canadian experience and Ph.D. required, together with strong interests in both teaching and research. Rank and salary open. Appointment effective July 1, 1975. Curriculum vitae to: Dr. Terrence H. White, Head, Department of Sociology and Anthropology, University of Windsor, Windsor, Ontario, N9B 3P4.

UNIVERSITY OF WINNIPEG. Department of Sociology. Possible opening for

Sessional Lecturer preferably with Ph.D. but with a minimum of an M.A. and teaching experience. Duties include teaching undergraduate courses in at least three of the following areas: Introductory, Theory, Research Methods, Stratification. Salary is dependent upon qualifications and experience. Applications will be received until February 28, 1975 or until appointment is made. Contact Dr. John R. Hofley, Chairman, Department of Sociology, University of Winnipeg, Winnipeg, Manitoba, R3B 2E9.

UNIVERSITY OF WINNIPEG. Department of Sociology. Possible Opening. Assistant or Associate Professor. Duties include teaching undergraduate courses in three of the following areas: Introductory, Social Psychology, Criminology and Deviancy. Salary is dependent upon qualifications and experience. Applications will be received until February 28, 1975 or until appointment is made. Contact Dr. John R. Hofley, Department of Sociology, University of Winnipeg, Winnipeg, Manitoba, R3B 2E9.

SYSTEMS ENGINEERING

CARLETON UNIVERSITY. Department of Systems Engineering. Applications are invited for an appointment in Systems Engineering at the level of Assistant Professor. Ph.D. or equivalent required, with background in Computing Science/Software Engineering, or Computer Communications, or Information Systems/Technology. Related experience in Digital Systems Design, Signal Processing, or Modelling, Simulation, and Optimization will be considered an asset. Duties include teaching and research in one or more of the above areas. Salary dependent upon qualifications.

Applications with Curriculum Vitae should be forwarded to the Chairman, Department of Systems Engineering, Carleton University, Ottawa, Ontario, K1S 5B6. This position effective July 1, 1975.

VETERINARY PATHOLOGY

UNIVERSITY OF SASKATCHEWAN. Department of Veterinary Pathology. Applications are invited from suitably qualified persons for the position of Associate Professor or Professor in Veterinary Pathology. Candidates should have a Ph.D. and Board Certification or equivalent. Responsibilities include teaching of undergraduate and graduate students, and research. Salary commensurate with training and experience. Applications with curriculum vitae should be sent to: Dr. H. B. Schiefer, Head, Dept. of Vet. Path. W.C.V.M., University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

UNIVERSITY OF SASKATCHEWAN. Department of Veterinary Pathology. Applications are invited from suitably qualified persons for the position of Associate Professor in Veterinary Pathology. Candidates should have a Ph.D. and Board Certification or equivalent. Responsibilities include teaching of undergraduate and graduate students, and research. Salary commensurate with training and experience. Applications with curriculum vitae should be sent to: Dr. H. B. Schiefer, Head, Department of Vet. Path. W.C.V.M., University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

LATE ADS

UNIVERSITY OF WINNIPEG. Department of History. A sessional appointment, as lecturer or assistant professor, in the History of Science and Technology may be open, effective 1 September 1975. Ph.D. or near required. Duties involve teaching three courses requiring two preparations, one at an advanced level. Send curriculum vitae, transcripts, and names of referees to Professor H. V. Rutherford, Chairman, Department of History, University of Winnipeg, Winnipeg, Manitoba, Canada, R3B 2E9.

UNIVERSITY OF WINNIPEG. Department of Anthropology. A sessional ap-

pointment in Cultural Anthropology with specialty in Africa is available. Ph.D. required. Flexibility in area specialties desirable as is a background in anthropological linguistics. An archaeologist with a strong theoretical orientation would be considered. Teaching experience, especially in Introductory Anthropology, an asset. Salary commensurate with qualifications and experience. Appointment begins 1 September 1975; applications close when position is filled. Send curriculum vitae and references to Professor M. E. Holsteen, Chairman, Department of Anthropology, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba Canada, R3B 2E9.

CORRECTION

The Concordia University Library (Sir George Williams Campus) has not just added material to its collection uncritically dealing with the Church of Scientology, as reported in the CAUT Bulletin (February 1975).

In a letter dated February 5, 1975, the University informed the Church that it had on its shelves a book on Scientology ethics by Ronald Hubbard, the founder of the movement, long before the dispute began.

Concordia, which is encouraging a reform of the law of libel in Canada to protect all

libraries from similar future attacks and to affirm the right of libraries to make controversial materials available for study and research, decided to put George Malko's "Scientology, the New Religion" back in circulation and informed the Church of Scientology that it would be willing to consider, under terms of its proposal of its normal acquisition policy, whether or not it would acquire relevant research material suggested by the Church.

Frank Chalk
Chairman, Senate Library Committee
James E. Kenasy
Director of Libraries
Concordia University

THE UNIVERSITY OF CALGARY

DEPARTMENT OF HISTORY

Applications are invited for an appointment in the history of science, technology or medicine. Ph.D. is required. Rank and salary dependent upon qualifications. The successful candidate will be expected to develop a new undergraduate field and participate in the existing programme.

Applications together with curriculum vitae and names of three referees should, if possible, be sent before March 25, 1975 or until position is filled, to:

Dr. J. B. Toews, Head,
Department of History,
The University of Calgary,
Calgary, Alberta, Canada.
T2N 1N4

